



SEND Policy

Approved by Governing Body: March 2025

Next review date: March 2026

Introduction

At Burton upon Stather Primary School, we believe in an inclusive place of learning for all pupils. We are committed to ensuring that all pupils, including those with specific and complex needs, receive excellent teaching, access to a broad and balanced curriculum maximising opportunity for speaking, language and communication and the highest standard of pastoral care. Together with the parents, staff and the local community, our mission is to encourage individuals to become confident, independent learners and develop their full potential; intellectually, physically, socially and emotionally

This policy outlines the framework for Burton upon Stather Primary to meet its duties and obligations to provide a high-quality education to all of its students within the following principles.

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality teaching and provision to meet the needs of our children and young people.
- Successful preparation for adulthood, including independent living and employment.

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

It will also consider statutory and non-statutory related guidance, including, but not limited to:

- Keeping Children Safe in Education.
- Working Together to Safeguard Children.
- Teachers Standards 2012
- Education Acts 1996, 2002 & 2011
- SEND Code of Practice 0 – 25 June 2015
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, December 2015

At Burton upon Stather Primary, information about a child's special educational needs is treated as confidential and shared on a 'need to know' basis for the benefit of the child.

Definitions

Definitions of Special Educational Needs and Disability (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Aims and Objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. We will ensure that a child who has SEND will have their needs met through a rigorous programme of early identification, assessment, planning and support.

Objectives

- To ensure that all pupils receive their educational entitlement according to his or her needs, relative to the requirements of the Foundation Stage Curriculum or National Curriculum.
- To give each child access to a broad, balanced, relevant, differentiated curriculum, alongside their peers, which provides opportunities for them to demonstrate progress and achieve their full potential.
- To develop in each pupil a positive attitude towards learning and a sense of personal value and achievement.
- To provide a continuous and systematic cycle of early identification, assessment, planning, action and review.
- To develop effective partnership and close consultation between parents, pupils, staff, governors, and other support agencies.
- To ensure the staff are updated regularly on SEN issues arising.

Admission arrangements

Please refer to the information contained on our school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Identification Special Educational 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.

Stage 1- Early Identification

All pupils have access to quality first teaching. This is high quality teaching that uses a variety of strategies and differentiation to ensure all pupils can access the learning. 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). This is known at Burton upon Stather Primary School as Stage 1, 2 and 3. A diagram of, The Graduated Response which shows these increasing levels of support can be found at Appendix 1. This Graduated Response is based around the four-part cycle of 'Assess, Plan, Do, Review'

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 CPOMs 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.

Provision for children who have SEND at Burton upon Stather Primary School

Children have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The impact of these combinations on the child's ability to function, learn and succeed should be considered. The areas of need are:-

Communication and interaction

1. Speech, Language and Communication needs (SLCN))
2. ASD, Autism Spectrum Disorder

Cognition and Learning

1. Moderate Learning Difficulties (MLD)
2. Severe Learning Difficulties (SLD)
3. Profound and Multiple Learning Difficulties (PMLD)
4. Specific Learning Difficulties (SpLD) including dyslexia, dyscalculia and dyspraxia

Social, Emotional and Mental Health Difficulties (SEMH)

Sensory and/or Physical Needs

1. Visual Impairment (VI)
2. Hearing Impairment (HI)
3. Multi-sensory impairment (MSI)
4. Physical Disability (PD)

Stage 2- SEND Support

There is a range of additional support and intervention such as different learning materials or special equipment, some support by an adult in a small group or individually, additional adult time and specific teaching strategies.

The following steps will be taken:

- the child's parents must be formally informed that special educational provision is being made. This support will be determined by the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents (SEND CoP 6.40).
- the child's name will be added to the school's Special Needs Register and Provision Map
- a SEND support Plan (APDR) will be completed for and with the child's input
- school will put appropriate support and interventions in place which are 'additional to and different from' that given to the majority of other children will be put in place.

- regular review of the child's progress and adaptations to the support as required.

This 'SEND Support' will take the form of the four-part cycle – Assess, Plan, Do, Review through which earlier decisions and actions are re-visited and revised with growing understanding of the child's needs, what supports her/him in making good progress and securing good outcomes.

• 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 the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes

Assess

This involves clearly analysing the pupil's needs using the class teacher's 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 and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

Plan

Planning will involve consultation between the teacher, SENDCO 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. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

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 and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

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 where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Stage 3 SEN Support

Where a child continues to make less than expected progress, despite evidence-based support and interventions matched to his/her area of need at Stage 2 of SEN Support, the school will consider putting in more adult and individualised support and involving external support services. External specialists can provide more specialist assessments to inform target setting and planning, advice about accompanying strategies and resources and, in certain cases, additional support. This is our Stage 3 SEN Support provision. Involvement will also result in an individualised action plan based on recommendations. Parents will always be involved in any decision to involve external specialists and what was discussed or agreed shared with parents and staff supporting the child.

Referral for an Education, Health and Care Plan

For some children, the support given at Stage 3 will not be enough to enable them to make satisfactory progress. If the advice and recommendations from external specialists have been put in place for at least a term together with a high level of adult support and the child is demonstrating significant cause for concern, the school will, in consultation and agreement with the parents and external agencies already involved, consider whether a request for an assessment for an EHCP should be made to the Local Authority (L.A.). If this request is made, school must provide the LA with clear and detailed information about the child's SEN, attainment and progress, the support which has been provided for the child and the impact this has made, SEN support plans and reports from external professionals who have been involved.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://localoffer.northlincs.gov.uk/faqs/what-is-an-education-health-and-care-ehc-needs-assessment/>

Following Statutory Assessment, an EHC Plan will be provided by North Lincolnshire Council, if it is decided that the child's needs are not being met by the support and provision that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

It is important for us to make clear that such a request will not always be agreed to - the LA will decide on the final outcome. The information gathered during an assessment may indicate ways in which the school can meet the child's needs within available resources. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

All EHC plans must be reviewed annually with the parents, the child, the school and professionals involved to consider whether any amendments need to be made to the description of the child's needs, the targets and outcomes or to the special educational provision specified in the plan. The targets identified in the EHC Plan will be set out in an individual action plan and reviewed termly. The delivery and monitoring of these interventions are the responsibility of the class teacher. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Allocation of resources for pupils with SEND

The School's SEN/D Budget is used to provide support and resources for pupils identified through the SEN/D Code of Practice as requiring interventions additional to or different from our usual differentiated curriculum. This allows for further provision to be made for these pupils. Within the Local Authority there is still access to specific services including Educational Psychologists, Speech and Language Therapists, Primary Behaviour Support Team, Autistic Spectrum Education Team, and the Physical Disability Team.

The school allocates a range of materials and resources suitable for pupils with special educational needs and disabilities.

The Voice of the Child

All children should be involved in making decisions wherever possible, right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children know that their opinions will be valued and those who can practice making choices will be more secure and effective pupils during their school years. Children with a SEND support plan or EHCP are asked for their views and opinions before their annual review and take part in the review meeting where appropriate, in a variety of different ways.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, considering the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Children with SEND should remain part of numeracy and literacy lessons in the classroom unless a bespoke curriculum is in place. Where this is not possible, the SENDco will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. The SENDco attends courses on a variety of issues related to SEND and attends SENDco Network Meetings each term. Individual teachers and teaching assistants attend training on relevant SEND matters as appropriate.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDco who will then inform the child's parents.

The school has access to the full range of Local Authority Support Services. Currently, the school is involved with the following:

- Educational Psychologists
- Autism Spectrum Education Team
- Speech and Language Therapy
- Hearing Support Service
- Visual Impairment Team
- St Luke's Outreach
- Behaviour Support
- Physical Disability Team
- Occupational Therapy Service

Working in partnerships with parents

Parents are viewed as important partners in their child's education and the school will involve parents at the earliest stage possible if there are any concerns about their child's progress, achievement, physical or emotional wellbeing or social interactions in school. As stated in the SEND Code of Practice 2014, 'schools should ensure decisions are informed by the insights of parents and those of children and young people themselves.'

Parents know their children best and we are aware that it is important that school listen and understand when parents express concern about their child's development. We believe that working very closely with parents and sharing information and concerns with parents about their child openly and transparently will help parents to engage in a positive way, giving them confidence that their views and contributions are valued and will be acted upon.

Burton upon Stather Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDco may also signpost parents of pupils with SEND to North Lincolnshire SENDIASS or to the Parents in Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may be contacted at any time in relation to SEND matters.

Roles and responsibilities

The SEN/D Co-ordinator

- 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 SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 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 SEND up to date

The SEN/D Governor

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

The Headteacher

- Work with the SENDco and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teachers

- The progress and development of every pupil in their class
- 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
- 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

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 Head Teacher will become involved if the concern has not been resolved by the SENDco and class teacher.

If the matter is not resolved through informal discussion, we will follow our school complaints procedure.

The policy will be reviewed and updated annually to:

- review the effectiveness of procedures and use of resources
- plan further improvements and development
- incorporate any changes in legislation
- include any changes which have occurred within the school.

Date to be reviewed- September 2025

The Graduated Approach Review Cycle for pupils with SEN Burton upon Stather Primary

