



Baston CE Primary School

SEND Policy

This policy will be reviewed annually by the full governing body.

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“Preparing the way...”

We aspire to be an inspirational, challenging and inclusive church school at the heart of our community.

Through the love of God and shared values, we seek to provide a happy, safe and creative learning environment where everyone reaches their full potential and thrives as a global citizen.

Statement of Intent

Our goal is to ensure that every child receives a high-quality, ambitious education, regardless of their needs or disabilities. We are dedicated to promoting equality and diversity, ensuring that all children have access to a curriculum tailored to meet their individual needs, providing them with equal opportunities to learn and grow. By fostering collaboration among parents, staff, and other professionals, we strive to support children in achieving success and developing into confident, independent individuals who are well-prepared for life. Together, we hold high aspirations for their outcomes and work in partnership to realise their full potential.

Definition

Children are considered to have a special educational need if they ‘have a learning difficulty or disability which calls for special educational provision to be made for him or her.’ (Special Education Needs and Disability Code of Practice, January 2015). Children’s learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support. Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.

A child is not seen as having a learning difficulty solely because the language more commonly spoken is different from the language in which the child will be taught.

A special educational provision means anything different or extra to the educational provision made generally for children of the same age in maintained schools, other than special schools, in the Local Authority.

There are four primary areas of special educational needs and/or disabilities:

Area of Need	
Communication and Interaction	<p>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.</p> <p>The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.</p>
Cognition and Learning	<p>Support for learning difficulties may be required when children learn at a slower pace than their peers, despite appropriate differentiation. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, Emotional and Mental Health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or Physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

This policy details how the staff and governors of Baston Primary School aim to make provision for all children.

Aims and Objectives

- To work in partnership with children and their families at every stage of the SEND process.
- To create an environment that meets the special educational needs and/or disabilities of each child.
- To provide early identification and provision for all pupils who may have special educational needs and/or disabilities.
- To enable all children to have full access to all elements of the school curriculum.
- To work closely with external support agencies, where appropriate, to further support the needs of individual pupils.
- To work in partnership with the Governing Body to enable the school to fulfil its statutory duties with regards to meeting the needs of pupils with SEND.
- To create a positive climate in school where children develop their confidence and self-esteem and celebrate diversity, including neurodiversity whilst supporting each other.
- To support SEND pupils become confident learners in life and achieve the greatest independence possible in their learning.

- To monitor and review children's progress through accurate assessment and record keeping.
- To make all staff aware of their responsibilities in supporting children with SEND and to ensure all staff have access to training and advice to identify and support pupils with SEND.
- To work closely with all outside agencies that are involved in supporting the child.

Educational Inclusion

Baston Primary School respects the fact that all children:

- Have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Roles and Responsibilities

The SEND Governor will:

- Raise awareness of SEND issues in governing board meetings.
- Monitor and evaluate the quality and effectiveness of SEND provision, providing updates to the governing board.
- Work with the Head Teacher and SENDCo to shape the strategic development of SEND policy and provision in the school.
- Ensure the school publishes its SEN Information Report at least annually in collaboration with the Head Teacher and SENDCo.

The Head Teacher will:

- Work with the SENDCo and SEND Governor to develop and implement the school's SEND policy and provision.
- Have overall responsibility for the progress and provision of pupils with SEND and/or disabilities.
- Ensure the school meets its legal duties under the Equality Act 2010, including making reasonable adjustments and arranging access arrangements.
- Oversee the school's notional SEND budget and any additional local authority (LA) funding for individual pupils.
- Communicate SEND policy and practice to the Governing Board.
- Manage staff recruitment and deployment to ensure all children's educational needs are met.
- Ensure the SENDCo has sufficient time and resources to fulfil their role effectively.

The SENDCo will:

- Work with the Head Teacher and SEND Governor to determine the school's strategic SEND direction.
- Oversee the implementation of the SEND policy and coordinate specific provision for pupils with SEND, including those with Education, Health and Care Plans (EHCPs).
- Ensure reasonable adjustments are made to support pupils with diagnosed disabilities, alleviating any substantial disadvantages they may experience.
- Advise on and implement the Graduated Approach across the school.
- Act as the main point of contact for external agencies, including the local authority and its support services. This includes arranging referrals for specialist interventions (e.g. Speech and Language Therapy, Occupational Therapy, Educational Psychology) and ensuring that recommendations from reports are actioned in Individual Education Plans (IEPs) and classroom interventions.
- Support pupils and their families through key transition periods, liaising with early years providers and future educational settings.
- Ensure the timely transfer of SEND records when a pupil moves to a different school or institution.
- Work with the Head Teacher and Governing Board to ensure compliance with the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Maintain accurate and up-to-date records of all pupils with SEND and oversee the monitoring and reviewing of their progress throughout the academic year.
- Apply for EHCPs where required and collaborate with the local authority on annual EHCP reviews.
- Evaluate and report on the impact of SEND provision to the Governing Board.
- Support teachers in assessing pupils' strengths and challenges and advise on effective intervention strategies.

- Stay informed about SEND developments through professional reading, research, and attendance at training courses.
- Recognise and address issues related to stereotyping in disability, race, or other characteristics.
- Regularly review and assess the scope and impact of the SEND support available in school, working with the local authority to refine the Local Offer.
- Prepare and update the school's SEN Information Report and SEND policy.
- Analyse patterns in SEND identification both within the school and in comparison, to national trends, using insights to improve teaching quality and provision.

Teaching staff:

Teachers are responsible and accountable for the progress and development of all pupils in their class, including those receiving additional support from teaching assistants or specialist staff. Each teacher must:

- Plan high-quality teaching that meets the needs of all pupils, using a Graduated Approach to support those who need extra help.
- Take responsibility for the progress and development of every pupil in their class, maintaining accurate records of those with SEND.
- Work with the SENDCo to regularly assess pupil progress and determine any necessary adjustments to provision.
- Identify and assess pupils with SEND, using the thresholds set out in the SEND Code of Practice, in collaboration with the SENDCo and external professionals where necessary.
- Collaborate with teaching assistants and specialist staff to plan interventions, assess their impact, and ensure they are integrated into classroom teaching.
- Maintain regular communication with parents to:
 - Set clear outcomes and review progress.
 - Discuss strategies and support that will help pupils meet their goals.
 - Clarify the roles and responsibilities of the school, the pupil, and parents.
 - Listen to parental concerns and work together to achieve the best possible outcomes for the pupil.

Parents/Carers:

We believe that working closely with parents and carers is essential in supporting children with SEND. We recognise that parents and carers know their child best and value their input.

- If parents or carers have concerns about their child's progress or development, they should speak to the class teacher as soon as possible.
- Parents and carers of children on the SEND register will always have the opportunity to share information and express their views about their child's needs and the support they receive.
- They will be invited to take part in discussions and decisions regarding their child's SEND support.
- The school will carefully consider the views of parents and carers when making any decisions about the child's support and provision.

Pupils:

We believe it is important for pupils to have a voice in decisions about their own learning and support.

- Pupils will always have the chance to share their thoughts and feelings about their SEND and the help they receive.
- Where appropriate, they will be included in discussions and decisions about their support.
- Whenever possible, their views will be considered when making decisions that affect them.

A Graduated Approach

The Graduated Approach

In line with the SEND Code of Practice, we follow an 'Assess, Plan, Do, Review' cycle. A step-by-step flowchart of this process is available on our SEND webpage.

1. **Assess:** Identify needs through teacher assessments, pupil progress data, and parental input.
2. **Plan:** Establish support strategies, interventions, and review dates.
3. **Do:** Implement interventions and monitor their impact.
4. **Review:** Regularly evaluate progress and adjust provision as necessary.

SEN Support

If a pupil continues to face learning barriers despite receiving additional support, and the gap in their attainment does not close, the SENDCo may identify them as having special educational needs. At this stage, the pupil will be placed on the SEND Register under 'SEN Support'.

The purpose of formally identifying a pupil with SEND is to ensure they receive effective, personalised support to remove barriers to learning. This support will be outlined in an Individual Education Plan (IEP), which will be shared with all staff involved in the pupil's education, as well as with parents and, where appropriate, the pupil themselves. The IEP will be reviewed at least three times a year as part of the 'Assess, Plan, Do, Review' cycle.

Requesting an Education, Health and Care Needs Assessment

For pupils with significant or lifelong difficulties, a Statutory Assessment Process may be required. This assessment is usually requested by the school but can also be initiated by parents or professionals working with the pupil.

A request for an Education, Health and Care (EHC) Needs Assessment will be made if:

- The pupil's needs are particularly complex or unclear.
- The school has been unable to meet their needs effectively through its allocated funding.
- All available support and resources have been exhausted.

This decision is made during a progress review meeting, where information is gathered from parents, the school, and any external professionals supporting the pupil. The request is then submitted to the Local Authority SEND Team. A panel of professionals will review the case and decide whether to proceed with the assessment. This process takes up to 20 weeks.

If the Local Authority declines the request, parents have the right to appeal the decision.

Monitoring and Review

The SEND policy is reviewed annually to ensure it reflects current legislation and best practice.

By implementing this policy, we aim to create an inclusive and nurturing environment where every child is supported to achieve their full potential.