Breadsall Hill Top Primary School

'Achieving Together'

Special Educational Needs and Disabilities Policy
(SEND)

SEND Policy

2025 - 2026

Review frequency: Annual – SENDCo Gemma Fisher

Approval –

Governing body free to delegate to a committee of the governing body, an individual governor or the Head Teacher.

Recommended associated documents:

Inclusion policy
Behaviour Policy
Accessibility and disability policy/plan

Review date: September 2026

Policy Statement

At Breadsall Hill Top Primary School high expectations of learning and behaviour underpin everything we do to ensure we achieve together. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions.

The name and contact details of the SEND co-ordinator – Gemma Fisher
Telephone: 01332 341451 or 345131

This policy was written in response to the new SEND legislation (September 2014) and Children and Families Act 2014. The school has produced a 'Local Offer' which can be found in Appendix A or on the school website.

Introductory Statement

We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.

Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.

A Special Educational Need or Disability might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

English as an Additional Language (EAL) is not considered a Special Education Need or Disability. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Aims of this Policy

The aims of our SEND policy and practice in this school are:

- to enable every pupil to experience success
- to keep an on-going register of all children whom we consider to have special educational needs or disability, carefully map provision to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- to identify those children as early as possible, assess, record and regularly review their progress and needs.
- to provide learning programmes geared to their needs.
- to work collaboratively with parents, other professionals and support services.

- to ensure that parents or carers are able to play their part in supporting their child's education.
- to involve the child, so as to encourage a move from dependent to independent learning.
- ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

A graduated approach

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered SEND Code of Practice (2014, 6.37)

At Breadsall Hill Top Primary **ALL** learners have access to quality first teaching (universal).

Some vulnerable learners will have access to 'Targeted' interventions. These are usually pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.

All vulnerable learners including those with SEND are included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment of SEND – stage 1

Children's needs should be identified and met as early as possible through :

- the analysis of data including entry profiles, Foundation Stage Profile scores, external assessments and other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services

- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENDCO.
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having SEND, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- Wave 2 or 3 interventions (targeted or specialist)
- other small group withdrawal
- individual class support / individual withdrawal
- further differentiation of resources,
- homework/learning support club

Additional SEND Support – stage 2

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEND Code of Practice 2014.

Under-achieving pupils and pupils with EAL who do not have SEND will not be placed on the list of pupils being offered additional SEND support (but will be on the school's provision map).

In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.

It may be decided that a very small number of the pupils on the SEND list will require additional funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision.

Children who require support that is 'additional to or different from' the curriculum provided will have their SEND needs recorded in a 'Learning Plan'.

A Learning Plan:

- is a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
- will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be "more literacy" or "more maths".
- will be accessible to all those involved in their implementation – pupils should have an understanding and "ownership of the targets".
- will be based on informed assessment and will include the input of outside agencies,

- have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- will be time-limited – with a termly review(as a minimum), there will be an agreed “where to next?”
- will have a maximum of four short / medium term SMART targets set for or by the pupil.
- will specify how often the target(s) will be covered
- will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.

Targets for an individual plan will be arrived at through :

- discussion between teacher and teaching assistant
- parents/carers and pupil voice
- discussion with another professional
- discussion with the SENDCO as appropriate

On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan (formally known as a Statement of Educational Needs).

Education Health and Care Plan – stage 3

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their plan.

Our school will comply with all local arrangements and procedures when applying for

- Additional Needs Block Funding
- An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local policy and guidance - particularly with regard to the timescales set out within the process.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- individual plans will be reviewed at least termly by class teachers in consultation with the SENDCO.
- classroom observation by the SENDCO, Achievement leader and SLT.
- on-going assessment of progress made by intervention groups.
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the SENDCO and Achievement Leader
- informal feedback from all staff.
- pupil interviews
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with EWO.
- regular meetings about pupils’ progress between the SENDCO/SLT

- head teacher's report to parents and governors

Management of SEND within our school

The head teacher and the governing body have delegated the responsibility for the on-going implementation of this SEND Policy to the Special Educational Needs Coordinator (SENDCO). The SENDCO is responsible for reporting regularly to the head and the governor with responsibility for SEND on the on-going effectiveness of this inclusion policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Class teacher

The class teacher is responsible for liaising with the SENDCO to agree :

- which pupils in the class are vulnerable learners.
- which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map – but do not have special educational needs.
- which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEND list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/EHC Plans).

Securing good provision and good outcomes for all groups of vulnerable learners by :

- providing differentiated teaching and learning opportunities.
- ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEND Code of Practice 2014).
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Special Educational Needs Coordinator

In line with the recommendations in the SEND Code of Practice 2014, the SENDCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of additional funding and those with Statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs and Disabilities
- liaising with parents of children with SEND, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need (for those established pre-September 2014)
- complying with requests from an Education Health and Care Plan Coordinator to participate in a review (for those established post-September 2014)

- carrying out referral procedures to the Local Authority to request additional funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support,
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map
- monitoring the school's system for ensuring that Individual Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Plans)
- liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress
- attending area SENDCO network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and Disabilities (nationally, locally and within school)

Headteacher

The headteacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDCO)

The headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn

The headteacher will be informed of the progress of all vulnerable learners

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- inviting parents to join our parent SEND forum
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the parent partnership services, known as SENDiass.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets
- (for some pupils with special educational needs and disabilities) monitor their success at achieving the targets on their Learning Plans.

Effective Transition

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEND support and all those with an EHCP. Pupils with Education Health and Care Plans will also have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

A transition timeline will be produced, with specific responsibilities identified.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Parents will be given a reliable named contact at the next phase provider with whom the SENDCO will liaise.

For pupils transitioning into Breadsall Hill Top Primary the SENDCO will liaise with the child's previous school to ensure that transition is as smooth as possible.

Admission Arrangements

Children with SEND will be admitted to the school in line with the Local Authority's agreed admissions policy.

Any parents/ carers who are considering sending their child to our school are warmly invited to visit, meet the Headteacher and have a tour of the school. We will be pleased to show you how we work and discuss your child's individual needs with you.

Complaints

If there are any complaints relating to the provision for children with SENDD these will be dealt with in the first instance by the class teacher and SENDCO, then, if unresolved, by head teacher. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

This policy will be reviewed annually by the governing body.