

Special Educational Needs and Disabilities (SEND) Policy

Bonneygrove and Millbrook Primary Federation



Subject:	Special Educational Needs and Disabilities (SEND) Policy
Approval date:	November 2024
Review date:	November 2025
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1. Aims and objectives

Our Special Educational Needs and Disabilities (SEND) policy aims to:

- Ensure that Bonneygrove and Millbrook Primary Federation fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with Special Educational Needs and Disabilities
 - Provides pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

The Bonneygrove and Millbrook Federation is dedicated to providing all students with access to a broad, balanced and adaptable curriculum. We are committed to ensuring that every student has the opportunity to thrive and reach their full potential. Our focus is on creating an inclusive environment where support is tailored to meet the diverse needs and abilities of our pupils, no matter how varied their needs.

3. Legislation and guidance

This 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out every school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

We are committed to creating an inclusive teaching environment that provides every student with access to a comprehensive, balanced and stimulating curriculum tailored to diverse needs and abilities. Our mission is to empower all students to flourish and achieve their fullest potential.

To achieve this, we will implement thoughtful adjustments to our teaching methods, curriculum and school environment, ensuring that students with Special Educational Needs and Disabilities (SEND) are fully included in every aspect of school life. Through these intentional adaptations, we aim to create an environment where all students feel supported, valued and able to thrive.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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 schools

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 schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The four areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • 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 or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</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 <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The Head of Inclusion

The Head of Inclusion for the Bonneygrove and Millbrook federation is Hayley Stevens.

She will:

- Inform parents that their child may have SEN and then liaise with them about the pupil's needs and any provision that have been made/will need to be made.
- Work with the senior leadership team and SEN governor to determine the strategic development of the SEND policy and provision in the federation.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual pupils with SEN, including those who have EHC plans and Learning plans.

- Provide professional guidance to colleagues, liaise with staff, parents, and other agencies, and work to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils.
- Advise on effectively deploying the school's delegated budget and other resources to meet pupils' needs.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential education providers to ensure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them is sent to the appropriate authority, school, or institution in a timely manner.
- Work with the senior leadership team and school governors to ensure the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements.
- Ensure the school keeps records of all pupils with SEND up to date and accurate.
- With the head of schools, monitor to identify any staff with specific training needs regarding SEN and incorporate this into the school's plan for continuous professional development.
- With the head of schools, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA to review the available provision locally and develop the local offer.
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.
- With the head of schools and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

6.2 The governing body

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

1. Collaborate with the Local Authority (LA) to review local provisions and enhance the local offer for students with SEND.
2. Ensure that every pupil with SEND receives the necessary personalised support that they require to make good or better progress.
3. Facilitate the engagement of pupils with SEND in school activities alongside their peers who do not have SEND.
4. Notify parents when the school provides special educational support for their child.
5. Ensure the school has measures in place to support students with medical conditions.
6. Children have access to a broad and balanced curriculum.
7. Develop a clear strategy for identifying and addressing SEND.
8. Offer an annual report to parents regarding their child's progress.
9. Accurately record and maintain updated information on the provisions made for pupils with SEND.
10. Publish information on the school's website about the implementation of its SEND policy through a Special Educational Needs (SEN) information report.
11. Share details regarding the admission of disabled children, the steps taken to ensure they are not treated less favorably than others, the facilities provided for their access, and the school's accessibility plans.

12. Ensure that a qualified teacher, with the National Award for Special Educational Needs is designated as the Head of Inclusion, with clearly defined responsibilities, and monitor the effectiveness of these responsibilities.

13. Determine effective resource allocation to support the progress of pupils with SEND.

6.3 The SEND link governor

The SEND link governor is Mr. Marc Kirby

The SEND governor will:

- Support the Head of Inclusion to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Head of Schools, Executive Headteacher and Head of Inclusion to determine the strategic development of the SEND policy and provision in the school

6.4 The Executive Headteacher and Heads of Schools

Collectively they will:

- Work with the Head of Inclusion and the SEND link governor to develop the strategic direction of the SEND policy and provisions within the school.
- Work alongside the Head of Inclusion and school governors to ensure that the school fulfills its responsibilities under the Equality Act 2010, particularly concerning reasonable adjustments and access arrangements.
- Maintain overall responsibility for monitoring the provision for pupils with SEND and their progress.
- Oversee the school's notional SEND budget and any additional funding allocated by the local authority (LA) to support individual pupils.
- Ensure that the Head of Inclusion has sufficient time to carry out their duties effectively.
- Maintain an overview of the needs of the current cohort of pupils on the SEND register.
- Advise the LA when a pupil requires an Education, Health, and Care (EHC) assessment or when an EHC plan should be reviewed early.
- Collaborate with the Head of Inclusion to monitor and identify staff members who need specific training regarding SEND and incorporate this into the school's continuous professional development plan.
- Regularly review and evaluate the effectiveness and breadth of the SEND support offered by the school, cooperating with the LA to assess available local provisions and develop the local offer.
- Together with the Head of Inclusion and teaching staff, identify trends in the school's identification of SEND, both internally and in comparison with national data, using these insights to enhance the quality of teaching.

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality, quality first teaching that is adapted to meet pupil needs through a graduated approach
- 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 consider how they can be linked to classroom teaching
- Working with the Head of Inclusion to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:

- Set clear outcomes through SMART targets and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

We value the successful partnerships that we have with our parents and carers. We identify that when working together we can achieve the best outcomes for our pupils.

Parents or carers should inform the class teacher if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be welcomed to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Included in termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Provided with a termly update on the pupil's progress

The school will consider the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils are at the heart of every decision we make. Our pupils will always be given the opportunity to provide information and express their views about their needs and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
- Reasonable adjustments that they identify that can help them

The pupil's views will be considered in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress

- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

When evaluating a student's progress, it's essential to take a holistic approach, looking beyond academic achievements. If a teacher observes that a student is progressing slowly in a specific area, they will address this with targeted, high-quality instruction. Should the student's progress remain limited, the teacher will collaborate with the Head of Inclusion to determine if an underlying educational need may be impacting their development. If appropriate, the teacher will also discuss with the student's parents or caregivers the possibility of consulting an external specialist for further support.

It is important to note that slow progress and low attainment do not automatically mean a pupil is classified as having Special Educational Needs (SEN). Factors that may temporarily affect a pupil's behavior or performance, such as bullying or bereavement, will also be considered. Additionally, staff will make an effort to identify and assess SEN for pupils whose first language is not English.

When determining if a pupil requires special educational provision, we will first consider the desired outcomes, including expected progress and attainment, as well as the views and wishes of the pupil and their parents. This information will help us decide what support is needed and whether we can provide it by adapting our existing resources or if additional measures are necessary.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place at the first opportunity.

8.2 Consulting and involving pupils and parents

The federation will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the Head of Inclusion will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the Head of Inclusion will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor, and will be made accessible to staff in a Learning Plan and profile on INSIGHT.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The Head of Inclusion will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the Head of Inclusion will revise the outcomes and support considering the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil voice
- Monitoring by the Head of Inclusion
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Heads of School and the Head of Inclusion will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The federation recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Attendance Team
- Family support
- Children's services

11. Admission and accessibility arrangements

Schools will arrange a home visit, setting visit or a phonecall to gain as much prior information on the pupil as possible to ensure a smooth transition. We will work with the parents and child prior to them starting so that we can ensure the right training and resources are in place.

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our federation should be made to the Head of Inclusion in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by Hayley Stevens and Marc Kirby every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy