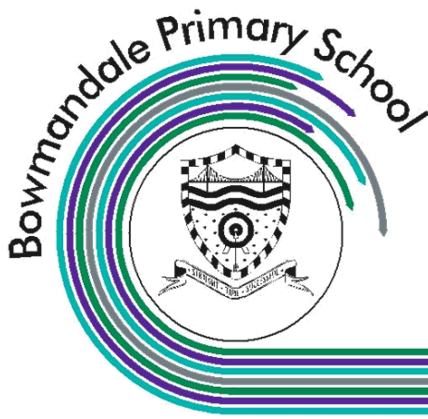




Straight... True... Successful

Special Educational Needs Policy 2025/26

School Roles

- SENCO – Mrs. Lombard
- Specialist Teacher – Miss Kemp
- SEND Governor – Mrs. Armitage

1. Introduction

This policy outlines the school's provision for children with Special Educational Needs and Disabilities and how it fulfils its statutory duties within this.

The Education Act 2011 states that 'every child deserves a good education and every child should achieve high standards'. At Bowmandale Primary School, we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations for them and aim to achieve this by removing barriers to learning and participation. We want all of our children to feel a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational, behavioural or emotional needs and aspirations;
- Learn at different rates and in different ways;
- Need a range of different teaching approaches and experiences.

The guiding principle informing this policy is ensuring that children and young people with SEND are given equal opportunities to fulfil their academic and personal potential, and they are enabled and encouraged to feel worthy and important members of the school community.

The Education Act 1996 states that a child has Special Educational Needs, if they have a significantly greater difficulty in learning than the majority of children in the same age group or they have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority (LA). Special educational provision is defined as that which is additional to, or different from the provision generally made for children of the same age.

The Equality Act 2010 defines disability as, 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus, the legal definition of disability is not the same as the definition of Special Educational Needs. It is therefore possible to have a disability and not have SEND, and vice versa. It is also possible to have both a disability and SEND.

Children with SEND attending Bowmandale Primary School could have difficulties with one or more of the following areas:

- cognition and learning
- communication and interaction
- social, emotional and mental health
- sensory and/or physical needs

2. Legislative Requirements

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) and has been written with reference to the following guidance and documents:

- Education Acts 1996, 2002, 2011 & 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 June 2014
- Changes to the law on education, health & care needs assessments and plans due to Coronavirus (COVID-19) April 2020
- SEN & Disability Regulations 2014
- Statutory Guidance on Supporting Children at School with Medical Conditions December 2015
- Safeguarding & Child Protection Policy
- Equality, Diversity & Accessibility Plan
- Teachers Standards 2012
- Children & Families Act 2014
- SEND and Alternative Provision Improvement Plan 2023

3. Aims

At Bowmandale Primary School, we are committed to offering an inclusive curriculum to ensure the best possible learning experience for all of our children, regardless of their needs or abilities. Our school provides a broad, balanced and exciting curriculum for all children, delivered within the framework of the National Curriculum. As part of normal classroom practice, Quality First Teaching is well planned and routinely adapted, supported or scaffolded to accommodate children's individual needs, is the vital first step to all enabling children to succeed in their learning and achieve their potential.

Some children may have additional needs or barriers to learning, which means they require particular actions to be taken by the school. Such children may need additional or different help from that given to other children of the same age. In making provision for children's needs, the school adopts a 'graduated response' to need through a robust, 'Assess, Plan, Do, Review' cycle, as advocated by the SEND Code of Practice and other professionals working with the school. Children may be identified as having Special Educational Needs at any time during their school career.

The Aims of this Policy are:

- To ensure that the school complies with the requirements of the **SEND Code of Practice 2014** and other statutory guidance, ensuring this is implemented effectively within the school.
- To ensure that all staff have sufficiently high expectations of every child, including those with special educational needs and/or disabilities
- To provide children with an equality of opportunity in terms of accessing all aspects of the curriculum to enable them to achieve their potential.

The Specific Aims/Objectives of our SEND Policy are as follows:

- To ensure early identification of children with Special Educational Needs and Disabilities and to pro-actively ensure that their needs are met;
- To ensure that children with Special Educational Needs and Disabilities are included in all activities of the school as appropriate;
- To ensure that all learners are appropriately supported and challenged to achieve their full potential;
- To work in close partnership with families, ensuring they are fully informed and involved in the decision making processes designed to support their child's needs;
- To ensure that children are fully involved and supported in decisions which affect their education;
- To operate a 'Right Support, Right Place, Right Time' approach to the management and provision of support for Special Educational Needs as advocated by the SEND reforms in 2023;
- To ensure that the named Special Educational Needs & Disabilities Co-ordinator (SENCO) works within the SEND Inclusion policy and follows the SEND Code of Practice 2014;
- To provide support and advice for all staff working with children who have Special Educational Needs or disabilities;
- To promote effective partnerships and involve outside agencies when appropriate.

Objectives of the Governing Body in making Provision for Children with SEND:

- Do its best to ensure that the necessary provision is made for any child who has SEND;
- Determine the key responsibilities of the SENCO and monitor the effectiveness of the SENCO in undertaking those responsibilities;
- Ensure that all staff understand the importance of early identification and provision for children with SEND;
- Ensure that parents are involved in decision making around SEND provision being made for their child;
- Make sure that children with SEND are given equal opportunities to experience a broad and balanced curriculum, as appropriate to their needs;
- Make sure that when a child has been identified as having SEND, the SENCO disseminates this information to all relevant staff;
- Ensure that all staff are aware of, and adhere to, the SEND policy of the school;
- Ensure that all staff work appropriately with SEND children in order to meet their needs;
- Have full regard to the SEND Code of Practice 2014 when fulfilling its duties towards all children with SEND;
- Ensure the school's SEND policy and School SEND Information Report is accessible to all parents via the school website and a paper copy if required;
- Consult the Local Authority and support collaborative working where appropriate.

4. Admissions

The Governing Body has agreed with the Local Authority's admissions criteria, which do not discriminate against children with Special Educational Needs or Disabilities and its admissions policy has due regard for the guidance in the SEND Code of Practice 2014. Parents or carers seeking the admission of a child with mobility difficulties are advised to approach the school well in advance, so that consultations can take place and suitable accessibility arrangements made for their admission.

5. Implementation

The school has full regard to all the requirements of the SEND Code of Practice 2014. The SEND Code promotes a graduated 4 stage approach (*assess, plan, do, review*) in identifying and meeting the needs of children who are not making progress despite high quality, first teaching. The impact of this cycle is then reviewed with families before planning the next course of action. It recognises that there is a continuum of need, which may then result in a child being recognised as having SEND and consequently being placed on the school's SEND register. In order that children make at least expected progress, increased specialist expertise may be required.

6. Co-ordination of the School's Special Educational Provision

It is the responsibility of the SENCO to monitor the provision of education for children with Special Educational Needs at the school.

7. The Arrangements for Co-ordinating the Provision of Education for Children with Special Educational Needs at the School

a) Identification and Assessment of Special Educational Needs

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the SEND Code of Practice 2014. For a child to be categorised as SEN Support and in need of intervention, a range of evidence is collected through the usual assessment and monitoring arrangements. If this suggests that the child is not making the expected progress, the SENCO, along with all stakeholders, will decide whether additional and/or different provision is necessary.

b) Provision

Provision that is additional or different from that available to all children is recorded initially via a 'graduated response' planning sheet, which documents an assessment of need, agreed actions and a review of those actions as separate cycles of support. This is a collaborative process between the class teacher, the child and their family, with guidance from the SENCO as appropriate. All plans outlining such provision are shared with families. At the end of each cycle, a joint decision will be made as to whether the support continues or whether additional support is required.

After *at least* two cycles of support, if agreed strategies have not promoted sufficient progress, the child will be placed on 'SEN Support' and their targeted provision will be recorded through an Individual Education Plan (IEP).

The Individual Education Plan will set targets for the child and will detail:

- a) strengths and barriers to learning
- b) clear outcomes using SMART targets
- c) an outline of parental support or involvement at home
- d) an agreed date of review
- e) an outline of specialist services to be accessed and to what end
- f) suggestions on effective teaching approaches, equipment or technology
- g) clear links to strategies used in class linked to Quality First Teaching
- h) any intervention strategies beyond core learning
- i) child voice – ambitions/ goals and how they like to learn
- j) parent voice – what is working well, what needs to change and how they can support at home

All IEPs and Graduated Response plans are reviewed on three occasions per year:

- Cycle 1 review: at the end of the autumn term, with new targets set for the spring term
- Cycle 2 review: at the end of the spring term, with new targets set for the summer term
- Cycle 3 review: at the end of the summer term, with new targets set for the autumn term

Targets will always be reviewed in partnership with families and there is an opportunity to parent and child voice to be captured at the end of each review cycle.

If, despite significant support and intervention at SEN Support level, the school and the family agree that a child is making insufficient progress, it may be appropriate to seek further advice and support from other professionals. These professionals will be invited to contribute to the monitoring and review of progress. Children and parents will be fully involved at all stages of any involvement of external agencies and proposed interventions.

For children who have an Education Health Care Plan (EHCP), their progress and the support outlined in their EHCP will be reviewed at least annually and a report provided for the Local Authority. If a child makes sufficient progress, an EHCP may be discontinued by the Local Authority. This plan will be implemented in addition to the review of short term targets which are recorded via IEPs.

8. SEND Provision

All teachers at Bowmandale Primary School are teachers of children with SEND and as such, they are responsible and accountable for the progress and development of all children in their class. Quality First Teaching, adapted for individuals, is the school's first response to all children, including those who may have SEND. As a school, we believe that additional interventions cannot compensate for lack of Quality First Teaching.

All teaching staff make relevant provision for children with SEND when undertaking statutory and non-statutory assessments. Reference should be made to current Government guidelines and online documents, where appropriate.

9. SEND Transition

- The Secondary SENCO is always invited to attend Year 6 annual reviews of children with an EHCP.
- SENCO/EYFS staff liaise with pre-school providers in the Summer term to identify and plan to support children with known SEND.
- Teaching and support staff will identify children new to the school, who may require additional support.
- Parents/ carers are encouraged to contact the class teacher or SENCO if they have concerns about the progress of their child.
- Children in Year 6 who may require additional support are invited to attend transition groups in school to help prepare them for the next step of their learning journey.

10. Procedures used by the School for Working with SEND Children

Once a child is identified as having SEND, they are placed on the school's SEND Register and categorised as requiring SEN Support. An IEP is created with the family, shared with all relevant staff, and the support implemented to enable the child to meet agreed targets.

- The procedures follow the SEND Code of Practice 2014. The school employs a graduated response (assess, plan, do, review) for those children with an IEP, IBP (Individual Behaviour Plan) or EHCP.
- Teaching staff work with families and the child to review the IEP/ IBP and collectively decide the next steps, with support from the SENCO where appropriate.

- If it is felt by all involved, that the school cannot meet the child's needs within the ordinarily available funding allocated to the school, the SENCO will begin collating evidence for the application of an Education Health Care Plan.
- If all involved stakeholders are in agreement that a child is making sustained progress across the curriculum, then the child will exit the SEND Register. However, their progress will be monitored closely by the class teacher and the SENCO to ensure that this progress continues.

11. Supporting Children and Families

- The school will ensure that families are fully involved in all discussions and decisions about the SEND provision to be made.
- Bowmandale Primary School seeks to work in close partnership with parents and carers in order to provide a shared view of the best way to support behaviour, learning and emotional wellbeing.

Local Offer:

- The local offer for North Lincolnshire can be found on their designated website (<https://localoffer.northlincs.gov.uk/>). This holds all relevant information on education, health and social services.
- The school's SEND Information Report can be found on the school website. This outlines the school's provision for the current cohort of children with SEND.

12. Supporting Children at School with Medical Conditions

The school recognises that children at school with medical conditions should be fully included and properly supported and the school will comply with its duties under the Equality Act 2010 (please see the school's Medical Needs Policy).

13. Arrangements for Providing Access to a Balanced and Broadly Based Curriculum for children with SEN and/or Disabilities

Children with SEND do not follow a different curriculum to other children, unless the complexity of their needs requires them to do so, as advocated via a multi-agency approach. Reasonable and proportionate steps are taken to modify the curriculum for children who have SEND. This may include scaffolding, additional resources or adult support.

14. Staffing Arrangements

Different aspects of Special Educational Needs provision are supported by class teachers, the SENCO, teaching assistants, learning mentors, specialist teachers and health professionals.

The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEND policy;
- liaising with and advising teachers;
- promoting the use of graduated approach planning documents as a means of recording the school's graduated approach for individual children;
- line managing Teaching Assistants and overseeing the work of the specialist SEND teacher;
- coordinating provision for children with special educational needs;
- overseeing the records on all children with SEND;
- liaising with parents of children with SEND;
- contributing to the in-service training of staff;
- liaising with external agencies who work with the school; and
- reporting and reviewing the progress of SEND children for the Governing Body.

In relation to children who have SEND:

- identifying the child's individual SEND in line with Local Authority guidance;
- monitoring the effectiveness of any SEND provision made for the child;
- securing relevant services for the child where necessary;
- ensuring that records of the child's SEND are maintained and kept up to date;
- liaising with and providing information to a parent of the child on a regular basis about their SEND and the SEND provision being made for those needs;
- ensuring that, where the child transfers to another school or educational institution, all relevant information about the child's SEND and the provision made to meet those needs is conveyed to the Governing Body or (as the case may be) the proprietor of that school or institution; and

- promoting the child's inclusion in the school community and their access to the school's curriculum, facilities and extra-curricular activities.

15. Resources Allocated to Children with SEND

- Teaching Assistants are allocated to support Quality First Provision and undertake specific programmes and interventions, as directed by the class teacher.
- Specialist software is purchased and maintained as appropriate where this is required to facilitate curriculum access.
- Additional resources and specialist equipment are purchased, when necessary.

16. Monitoring, Evaluation and Review

- Provision for children with SEND is continually reviewed, taking feedback from staff, parents/ carers and children. This is then included in the regular review of IEPs/ IBPs.
- Changes in provision are recorded on IEPs/ IBPs to reflect this feedback and assessment.
- The overall progress and attainment of SEND children is reported by the SENCO to the Governing Body.

17. Parental Concerns/ Complaints

If parents/ carers are concerned about any aspect of SEND provision for their child, they are encouraged to contact the class teacher or SENCO initially. Additional support and advice can be accessed through SENDIASS (SEND Information Advice Support Service – *details available in the SEND section of the school website*). However, should a parent/ carer feel that their complaint has not been dealt with satisfactorily by the class teacher/ SENCO, they have the right to refer the matter to the Headteacher.

Review date September 2026