



SEND policy and information report

Ratified			Adopted date	Review date
FGB	C&S	RC		
X			Spring term 2025	Spring term 2027

Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Burton Pidsea Primary, we believe that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition to adulthood, whether that is employment, training or further and higher education.

Our aim at Burton Pidsea Primary is to ensure that these things happen. In order to achieve this aim, we will:

- Ensure that a child with SEND gets the support they need as early as possible in their school career.
- Ensure that pupils with SEND engage in activities alongside those pupils who do not have SEND and have access to a broad and balanced curriculum.
- Designate a teacher to be responsible for coordinating SEND provision (the SENCO)
- Ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision
- Inform parents/carers when special educational provision is being made for a pupil

1. Legislation and guidance

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014.
- Health and Social Care Act 2012.
- Equality Act 2010.
- The Equality Act 2010 (Disability) Regulations 2010.
- Education Act 1996.
- Education Act 2002.
- Mental Capacity Act 2005.
- Children Act 1989.
- The Special Educational Needs and Disability (Amendment) Regulations 2015.
- The Special Educational Needs (Personal Budgets) Regulations 2014.
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015.
- Local Government Act 1974.
- Disabled Persons (Services, Consultation and Representation) Act 1986.
- Data Protection Act 2018.
- The UK General Data Protection Regulation (GDPR). This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'.

- DfE (2015) 'Supporting pupils at school with medical conditions'.
- DfE (2021) 'Keeping children safe in education 2021'.
- DfE (2018) 'Working Together to Safeguard Children'.
- DfE (2018) 'Mental health and wellbeing provision in schools'.
- DfE (2021) 'School Admissions Code'

Definition of Special Educational Needs and Disabilities (SEND)

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or a young person of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Learners must not be regarded as having learning difficulties solely because their language is different from that in which they were taught.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long- term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The 2014 SEN Code of Practice suggests that it is helpful to see learners' needs and requirements as falling within 4 main areas (Appendix 1):

- Cognition and Learning.
- Communication and Interaction.
- Social, Emotional and Mental Health.
- Physical and Sensory.

Many children and young people have difficulties which fit clearly into one of the areas; some have needs that span two or more areas; for others the precise nature of their needs may not be clear from the outset. It is not our intention to fit a learner into a specific category, but to meet the needs of the whole child.

2. Roles and responsibilities

2.1 The SENCO

The SENCO is Miss Angela Wright, burtonpidsea.senco@eastriding.gov.uk

They will:

- Work with the 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 (LA) 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

2.2 The SEN governor

The SEND governor will:

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

2.3 The head teacher

The headteacher will:

- Work with the SENCO 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

2.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Provide the appropriate support to enable all children to develop through the use of high-quality teaching
- 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 SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

3. SEN information report

3.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs
- Moderate/severe/profound and multiple learning difficulties
- (See Appendix 1)

3.2 Identifying pupils with SEND and assessing their needs

At Burton Pidsea Primary, we recognise the importance of early identification of SEND. Early intervention and response improves the long-term outcomes for pupils.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- 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.

We will notify parents when it is decided that a pupil will receive SEN support.

3.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This

will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

3.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

3.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Beat dyslexia
- Toe-by-toe
- Plus one
- Power of two
- Lego therapy
- Time to talk

3.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

3.8 Additional support for learning

We work with the following agencies to provide support for pupils with SEN:

- Speech & Language
- Behaviour support team
- Educational Psychologists
- Sensory and physical teaching service

3.9 Expertise and training of staff

The school SENCO has been in post for many years and has completed the NASENCO award.

3.10 Securing equipment and facilities

We work very closely with the local authority and the teams within to source specialist equipment where needed.

3.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

3.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- A designated member of staff – morning check ins, lunch times and afternoons
- Buddy bench system

3.13 Working with other agencies

Where a pupil continues to make less than expected progress due to SEN, despite the use of evidence based approaches and well matched interventions, we will consider the use of specialist staff, either through the Local Authority or other outside agencies. At any point where a specialist is involved, parents/carers will be fully involved in the process.

3.14 Complaints about SEN provision

Complaints about SEND provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

3.15 Contact details for raising concerns

Any concerns should be initially raised with the class teacher and then with our SENDCo

3.16 The local authority local offer

Our local authority's local offer is published here: <https://www.eastridinglocaloffer.org.uk/>

4. Monitoring arrangements

This policy and information report will be reviewed by the Full Governing Body every two years. It will also be updated if any changes to the information are made.

5. Links with other policies and documents

This policy links to the following

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Safeguarding and child protection policy

Appendix 1

Communication and interaction Learners with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication. We recognise that:

- Learners with Autism Spectrum Disorder (ASD) can have particular difficulties with social interaction.
- The profile for every learner with SLCN is different and their needs may change over time.

They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives. The SENDCO will work with learners, parents, and language and communication experts where necessary to ensure learners with SLCN reach their potential.

Cognition and learning Learners with learning difficulties may require support – the school will offer one-to-one learning support where appropriate and necessary. The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD).

The SENDCO will ensure that any provision offered will be suitable to the needs of the learner.

Specific learning difficulties (SpLDs) affect one or more specific aspects of learning.

This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health (SEMH) difficulties Learners may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.

The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Social, Emotional and Mental Health (SEMH) Policy to support learners with these difficulties.

The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of learners with SEND within its Behaviour Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other learners.

Sensory or physical needs Impairments that prevent or hinder learners from using the school facilities, such as hearing impairment, do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A learner with a disability is covered by the definition of SEND if they require special educational provision.

