



Bishop King CE Primary School

Dream big. Love God. Live well.

Special Educational Needs and Disabilities (SEND) Policy

Policy Approved: May 2026

Date of Next Review (1 year): May 2027

At Bishop King Church of England Primary School we are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide.

We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

We respect the fact that the children in our care:

- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences to enable them to learn and develop
- have different educational and behavioural needs and aspirations.

This policy should be read in conjunction with the policies for:

- Supporting Children In School with Medical Conditions
- Safeguarding
- Bullying
- Assessment
- Teaching and Learning

Monitoring and Review

This policy is overseen by the Special Educational Needs and Disabilities Co-ordinator (SENDCo) and monitored by the Governing Body.

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (2014).

It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014.

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1. Introduction

Special Educational Needs

The SEND Code of Practice (0-25) 2014 (p86) describes the broad categories Special Educational Need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs.

These four broad areas give an overview of the range of needs that are supported at Bishop King. The SEND Code of practice (2014) states: '*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*' This is fundamental to guiding and supporting the response to SEN at Bishop King.

English as an Additional Language

Children are not regarded as having SEN solely because the language of their home is different from the language in which they are taught. At Bishop King we understand that children learning English as an additional language may experience difficulties in a learning situation, but do not necessarily have learning difficulties. The class teacher monitors the progress of these children whilst taking into account their developing language needs.

Medical Conditions

Children are not necessarily regarded as having SEN due to medical conditions. The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. The SENCO has responsibility for the monitoring and implementation of IHCP. Individual Healthcare Plans at Bishop King Church of England Primary School specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN/D their provision is planned and delivered in a coordinated way alongside their Healthcare Plan. We have regard to the statutory guidance '*Supporting pupils at school with medical conditions*' (April 2014).

Disability

Bishop King Church of England Primary School has regard to the duties under the Equality Act 2010 towards individual disabled children and young people. Where required we make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at a substantial disadvantage.

2. Aims and Objectives

Aim

SEND provision at Bishop King Church of England Primary School focuses on outcomes for our children with additional needs. We aim to raise the aspirations of and expectations for all pupils with SEN/D in our school.

Objectives

- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEN/D
- To ensure that all pupils are valued equally and have 'a voice' in school
- To ensure that all pupils make progress in their learning, relative to their 'starting point'
- To ensure that as a school we work closely with parents and carers
- To work in co-operation with all outside agencies and the Local Education Authority, guaranteeing that all parties have clear expectations of each other.

- To ensure that pupils with special educational needs and disabilities are identified and assessed as early as possible.
- To monitor and review children's needs and progress on a regular basis.
- To enable all children at Bishop King Primary School to have full access to all elements of the school curriculum, including the environment in which they are taught
- To identify the roles and responsibilities of staff in providing for children's Special Educational Needs.
- To provide support and advice to all staff working with pupils with additional needs including SEN/D.

3. The Key responsibilities of the SENDCo at Bishop King

These include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEN/D
- Advising on the graduated approach to provide SEN/D support
- Advising on the deployment of resources, including staff, to meet pupils' needs effectively
- Liaising with parents of pupils with SEN/D
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN/D up to date
- Monitoring interventions and support to identify 'what works' at Bishop King for groups / individual pupils.

4. The Graduated Approach to Supporting Pupils with SEN

(For a simplified version, please see Appendix A)

The 'Graduated Approach' to SEN Support is based on the cycle of:

- Assess
- Plan
- Do
- Review

4.1 Identifying Special Educational Needs (Assess)

The SEND Code of practice (2014) states that 'a child has Special Educational Needs if he or she has a learning difficulty, which calls for Special Educational Provision to be made for him or her.'

At Bishop King Church of England Primary School the identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

Early identification of children with SEN is a priority for the staff at Bishop King, identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

Teachers set targets for all children across the curriculum in line with DfE guidance. Potential areas of difficulty are identified through ongoing assessment. These difficulties are addressed through the planning of lessons to address potential areas of difficulty and to remove barriers to pupil achievement.

Children may be identified as having difficulties by a variety of methods including:

- liaison with other schools/ pre-schools and parents prior to, or at the point of, a child transferring to our school
- daily assessment for learning in class by Class Teachers and Teaching Assistants (a child may also express their concerns in a particular subject)
- assessment of learning at specific points in the school year for example internal assessments at the end of a school term or external assessments such as the Phonic Screening Test
- concerns raised by any adult within school, for example if social skills or self-esteem appears to be affecting attainment.
- concerns raised by parents/ carers.

Class teachers make regular assessments of progress for all pupils. These assessments are discussed with members of the Senior Leadership Team within termly Pupil Progress Meetings. These discussions identify children making less than expected progress given their age and individual circumstances. 'Less than expected progress' can be characterised by progress which:

- 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.

Slow progress and low attainment do not necessarily mean that a child has SEN and do not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.

Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability.

4.2 Provision for Additional Needs (Plan, Do & Review)

At all points within the graduated response, class teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

At Bishop King Church of England Primary School we recognise that additional intervention and support cannot compensate for a lack of good quality teaching.

Quality First Teaching

At any point where a class teacher is concerned about the progress and development of an individual child, high quality teaching is directed at their area of weakness or difficulty. Work may be adapted further to overcome the barriers, and additional support may be put into place within the classroom, either the use of specific resources to support learning and/ or support from an additional adult.

Within this stage the progress of a child is monitored more closely. The class teacher may consult the SENDCO for additional advice at this point.

The class teacher will discuss their concerns with the child and the parent/carer informally at this point.

The class teacher may begin to track this within school on the year group Provision Plan. The information is shared with all other adults working with the child.

Additional Provision

Where progress continues to be less than expected the class teacher, working with the SENDCO, will begin to further identify the child's needs. Baseline assessments will be used to highlight needs and to plan intervention targets. Provision at this point may be in the form of 'catch up' interventions outside the classroom. Quality first teaching within the classroom continues alongside this additional provision however this may be altered and adapted to meet the child's ongoing needs.

Parents and children are informed of any additional provision, the purpose of the provision and the expected outcomes.

Specific interventions are recorded on the year group Provision Plan including entry and exit data, time scale and expected outcomes. These are referred to within the Pupil Progress Meetings, when the outcomes of additional support and intervention will have been evaluated. At, or towards the end, of an intervention, a discussion takes place between TA delivering the intervention and Class Teacher to review the intervention and plan the next steps.

The outcome of an intervention may mean:

- no further additional support is needed
- an alternative Intervention will be more appropriate
- the graduated response needs to be increased SEN Support

At the end of the intervention, the outcomes are discussed with the child and the parent/carer, usually by the class teacher and, where concerns are still present, recorded on an Initial Concern document.

4.5 SEN Support

Where progress following support continues to be less than expected, the child will be identified as having SEN as they have not made adequate progress to interventions/ adjustments and good quality personalised learning (p88 SEN COP 2014).

When a child has been assessed as having SEN at Bishop King their names are recorded on the school's internal SEN and Medical Needs Register. This is a record of the additional needs of children at Bishop King. The child's needs are categorised according to the broad areas of need in the SEN COP (2014).

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs.

The area of Communication and Interaction is further defined at Bishop King as a need in:

- Speech and /or Language and /or Social Communication.

The area of Cognition and Learning is further defined at Bishop King as a need in:

- Reading
- Writing
- Maths
- Other-including memory and processing, gross and fine motor control

The support provided to a child in receipt of SEN Support is based on a clear understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment.

The class teacher, SENDCo and parents will work together to gather further evidence, additional internal assessments may be used to further highlight the specific needs of the child. The SENDCo and class teacher, in consultation with parents, may decide to involve external specialist services for further advice or assessment.

The agencies that we can involve include:

- The Lincolnshire Specialist Teaching Service (STT)
- The Lincolnshire Educational Psychology Service
- Behaviour Outreach Support Service (BOSS)
- The Working Together Team (WTT) support for social communication
- Speech and Language Therapy Service (SALT)
- Occupational Therapy Services (OT)
- Physiotherapy Therapy Services
- Sensory Education Support Team (SEST)
- School Nursing Team
- Family Support
- Community Paediatrician

- Mental Health Support Team (MHST)

Information for parents about our process of identification can also be found in our SEND Information Report on the school website.

A meeting will be held with class teacher, SENDCo and parents/ carers. These discussions will develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

The school's decision and the reasons for the child requiring SEN Support are discussed with parents/ carers and parental consent is recorded on an initial concern form.

Parents are informed about the Graduated Approach at Bishop King and signposted to the relevant local authority's information, advice and support services.

Provision for children with SEN who are in receipt of SEN Support at Bishop King is recorded on the SEN register and in more detail on an Individual Support Plan.

The Support Plan:

- is developed in consultation with the parent/carer, and where appropriate the child, three times per year
- includes entry levels, specific targets (outcomes)
- is 'time-limited'
- includes the roles of the school and the parent/ carer, in supporting the outcomes
- is given to the parent/ carer, class teacher and a copy kept in the child's SEN file at school
- is a working document. If at any point it is deemed necessary to adjust the support (for example due to lack of progress, or exceeding expectations) class teachers are responsible for annotating the Support Plan and also informing parents/ carers and children
- is reviewed at least 3 times a year with parent/carers, however, if it is necessary, a plan may be formally reviewed between these dates.

4.6 Requesting an Education Health and Care Needs Assessment

What is an Education, Health and Care Plan (EHCP)?

Education Health and Care Plans (EHCP) have replaced Statements. An EHCP is an agreement of additional support from the Local Authority to meet the child's needs. An EHCP is reviewed annually in accordance with the LA guidance. An EHCP may be necessary if a child has a disability, which is life-long, and means that they will always need support to learn effectively.

When and How to Request an EHC Needs Assessment

If, despite having provided relevant and purposeful support to identify, assess and meet the SEN of the child, a child has not made expected progress, the school will consider requesting an Education, Health and Care Assessment. This decision will be discussed with parents and consent sought prior to the application being made.

SEN Support in school will have followed the Assess, Plan, Do, Review process for a period of time, generally at least three terms, prior to a request being made by school. The school will provide evidence of the action taken as part of SEN support to the LA to inform its decision. The SENDCo will collate this evidence within school from external professionals and from parents. The request for an assessment is made to the Local Authority (LA). Up to date guidance for this can be found at:

<https://www.lincolnshire.gov.uk/start-send/identifying-supporting-send/7>

The LA may also collect evidence from health or social care where appropriate and relevant.

If the application for an EHCP assessment is successful, a member of the LA EHCP team will be assigned as a Key Worker. They will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The SENDCo will collate all the

necessary information required for the meeting and represents the child's needs at school during the meeting. Class teachers and or Teaching Assistants may also attend the meeting.

Following the Multi Agency Meeting, if the EHCP is agreed the LA will produce the EHCP according to their guidance, which will record the decisions made in the meeting. Children are recorded as being in receipt of an EHCP on the school's Register of SEN and Medical Needs.

The support stipulated in the EHCP is provided for the child in school. The SENDCo will monitor this.

An EHCP is reviewed annually in school within a formal meeting where parents/ carers and children, where appropriate, will be invited to attend alongside relevant professionals. This is coordinated and led by the SENDCo.

An EHCP sets out the appropriate provision for a child in a specific year, this is a long term view so provision for children with EHCPs will be monitored, assessed and reviewed internally in the same way as children who are in receipt of SEN support, including Support Plan meetings at least 3 times per year, see SEN Support.

For some children with an EHCP, the curriculum needs to be adapted to suit their learning needs and to meet the outcomes on their EHCP. The school provide a 'Semi formal curriculum' in the afternoons to meet this need. This is planned and overseen by the SENDCo, and led by two experienced TA's.

5. Behaviour

If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If a child's behaviour is felt to be a response to trauma or to home-based experiences (eg bereavement, parental separation) we support the child through that process.

If the child is felt to have long-term or significant social, emotional or mental health needs, the school offers a range of support for social skills, pastoral support and therapeutic interventions. The Nurture Team staff in school generally delivers these. A child in receipt of such interventions will follow the same Plan, Do, Review, Process and may be assessed as being in need of SEN support due to the lack of progress or adequate response to such interventions.

Children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments may be made to accommodate individual SEN needs where elements of the policy may not be appropriate.

The school has a zero-tolerance approach to bullying, including towards children with SEN and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills. (Refer to Bullying Policy).

6. The Role of the Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with Special Educational Needs. The Governing Body secures the necessary provision for any pupil identified as having Special Educational Needs. The Governors ensure that all teachers are aware of the importance of providing for these children. The governing body ensures that parents or carers are notified of any decision by the school that SEND provision is to be made for their child.

The Governing Body has identified a governor with specific oversight of the school's provision for pupils with special educational needs. This Governor works closely with the SENDCo to monitor progress for children with Special Educational Needs and Disabilities.

7. The Role of Parents and Carers

The school works closely with parents and carers in the support of those children with Special Educational Needs and Disabilities. We encourage an active partnership through on-going dialogue with parents and carers. At Bishop King Primary School, we truly believe that parents and carers have much to contribute to our support for children with special educational needs.

Support plan review meetings will be held to share the progress of children with special needs with their parents or carers. Frequency is on an individual basis, but will be no less than three times per year. We inform the parent/carer of any internal or external intervention, and we share the process of decision-making by providing clear and appropriate information relating to the education of children with Special Educational Needs and Disabilities.

8. The Role of the Pupil

In our school, we encourage children to take responsibility and to make decisions, when it is appropriate for them to do so. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing personal and social skills as well as educational skills.

Children are involved at an appropriate level in setting and reviewing their targets. Children are encouraged to make judgements about their performance against their targets. We recognise success here as we do in any other aspects of school life.

9. Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes, including from pre-school, as smooth as possible. This may include:

- Additional meetings for the parents and the child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to create a transition booklet to be taken home.
- Enhanced transition arrangements are tailored to meet individual needs.

Transition to Another School Including Secondary School

When a child moves to another school a child's SEN file is transferred to their new school. Where appropriate, the SENDCo may speak to relevant staff at the child's new school to ensure a smooth transition. If the transition is pre-planned additional transition arrangements may be put into place in accordance with the new school's policy and in agreement with both schools.

Transition Reviews for pupils with EHCPs are held, where possible, in the Summer Term of Year 5 or the Autumn Term of Year 6. At these meetings, the case worker will attend and discussions about preferred secondary placements occur.

The Year 6 annual review will then be held in the Summer term of Year 6, and where possible the Secondary SENCo will attend. Additional transition arrangements may be made at these reviews eg: extra visits, travel training etc.

For all children in receipt of SEN Support, additional arrangements are made where necessary. All relevant information is shared with the secondary school SENDCo. Meetings take place with the secondary school SENDCo, Bishop King SENDCo and Year Six Class Teachers where appropriate.

Transition to Bishop King from Early Years Settings

- During the Summer Term, contact is made with the feeder Nurseries and visits are made either by the SENCo or Class teacher, depending on need.

- Discussions are held with Early Years Specialist teachers and Nursery SENCo's.
- Where possible, the SENCo will attend EHCP reviews for children coming to Bishop King.
- In addition to the transition offer for all children, SEN children will be invited to all the Stay and Play sessions offered. During these sessions, the SENCo will be available to observe children and discuss with parents their children's needs. If further transition visits are considered necessary, these will be discussed with parents at this time.

This policy should be read alongside the following policies:

- Equality Information and Objectives
- The Equality Act 2010
- Supporting Pupils with Medical Conditions Policy
- Accessibility Plan.

[graduated response Appendix A.doc](#)

