

Community Academies Trust
Birchwood Primary School Policy



SEND Policy

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1. Introduction

This Special Educational Needs and Disabilities (SEND) Policy sets out Birchwood's commitment to providing an inclusive, ambitious, and high-quality education for all pupils, in line with the 2014 National Curriculum and the SEND Code of Practice (2015). The policy reflects the requirements of the Children and Families Act 2014, Equality Act 2010, and Ofsted's Education Inspection Framework (EIF), ensuring that every child with SEND is supported to achieve their full potential academically, socially, and personally. It outlines our approach to identification, provision, and review of SEND, and ensures compliance with all statutory and inspectorate expectations.

We believe that 'children have special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for them'.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age: or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definition of one of the above or would do so if special educational provision was not made for them.

Special educational provision means:

- For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.
- For children under two, educational provision of any kind. (Education Act 1996)

When organising additional support it is very important that we provide children with Special Educational Needs with a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with Special Educational Needs should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We will ensure that teachers and teaching assistants (TA's) are prepared for dealing with the challenges and complex difficulties posed by children with Special Educational Needs by providing structured training and professional development on a variety of Special Educational Needs issues. We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with Special Educational Needs within the classroom.

We wish to work closely with the School Committees and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

2. Aims

It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's Special Educational Needs policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in: -

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

The school has full provision for pupils who are disabled

- To ensure all pupils with SEND access a broad, balanced, and ambitious curriculum.
- To identify and assess SEND needs early, providing timely and effective support.
- To set high expectations for all pupils, promoting independence, resilience, and positive attitudes.
- To personalise learning through differentiated and adaptive teaching.
- To involve pupils and parents/carers in all aspects of SEND provision and decision-making.
- To promote inclusion, wellbeing, and safeguarding for all SEND pupils.
- To monitor and evaluate the impact of SEND provision on pupil outcomes.
- To ensure statutory compliance and effective use of resources.

3. Statutory Requirements

- Comply with the Children and Families Act 2014, including the graduated approach (assess, plan, do, review) and Education, Health and Care Plans (EHCPs) for pupils with complex needs.

- Adhere to the SEND Code of Practice (2015), including early identification, parental involvement, and transition planning.
- Meet the requirements of the Equality Act 2010 by making reasonable adjustments and ensuring accessibility.
- Implement robust safeguarding procedures as outlined in Keeping Children Safe in Education (KCSIE).
- Follow the Health and Safety at Work Act 1974 and guidance on supporting pupils with medical conditions.
- Ensure data protection and confidentiality in line with the Data Protection Act 2018/GDPR.
- Comply with the Admissions Code and Exclusions Guidance to prevent discrimination against SEND pupils.

4. Curriculum Coverage

SEND pupils at Birchwood will have access to the full range of subjects within the National Curriculum, adapted as necessary to meet individual needs. The curriculum encompasses:

- Core subjects: English, mathematics, science, and computing.
- Foundation subjects: history, geography, art, design and technology, music, physical education, and languages.
- Personal, social, health, and economic education (PSHE).
- Opportunities for developing communication, social interaction, independence, and life skills.
- Access to enrichment activities and cultural experiences.

Curriculum pathways are personalised where appropriate, ensuring progression in knowledge, skills, and understanding for all pupils.

5. Curriculum Implementation

- Quality First Teaching (QFT) is the foundation of SEND provision, with teachers responsible for planning and delivering lessons that are differentiated and accessible.
- Adaptive teaching strategies include scaffolding, multi-sensory approaches, visual aids, assistive technology, and Universal Design for Learning (UDL) principles.
- Individual Education Plans (IEPs) or SEND Support Plans set out personalised targets and strategies, reviewed regularly with pupils and parents/carers.
- Targeted interventions are implemented for specific needs (e.g., literacy, numeracy, communication, social, emotional, and mental health).
- Teaching assistants are deployed to promote independence and support learning, not to replace teacher involvement.
- Transition support is provided at key points (e.g., between classes, phases, or to secondary school).
- The learning environment is adapted to ensure physical and sensory accessibility.

Where appropriate, pupils with SEND will additionally have Individual Education Plans, known as Pupil Profiles, which, using the 'assess, plan, do, review' cycle, set a small number of targets, closely matched to the pupil's needs

Monitoring pupil progress is vital and regular assessment undertaken in line with the school's assessment policy. Additional assessment may also be undertaken to inform the 'assess, plan, do, review' cycle and support pupils individual needs.

6. Assessment

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Register. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND Register will be made by the SENDCO after full consultation with parents at an Individual Education Plan review. External support services may advise on targets for a new Action Plan and provide specialist inputs to the support process.

Individual Education Plan intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at a level assessed as considerably lower (usually at least one year lower) than expected for a pupil at a similar age
- Continues to experience difficulty in developing core skills in English and maths.
- Has social and/or emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting Individual Education Plan, known as a Pupil Profile, may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

- A graduated approach is used: assess, plan, do, review.
- Formative assessment methods include observation, questioning, work scrutiny, and pupil self-assessment.
- Summative assessment includes standardised tests, teacher assessments, and alternative evidence (e.g., portfolios, practical tasks).
- Progress is measured from individual starting points and against national expectations where appropriate.
- Regular review meetings are held with parents/carers and, where relevant, external agencies.
- Assessment information informs planning, target-setting, and intervention.
- Pupil voice is central to the assessment and review process.

7. Roles and Responsibilities

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Special Educational Needs and Disabilities Co-ordinator;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- to ensure that provision of special educational needs is of a high standard;
- to have regard to the Code of Practice when undertaking its responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;

- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Committees in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the SENDCO and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of special educational needs provision is effective;
- work closely with the SENDCO, the link governor and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of special educational needs;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff; (working closely with the SENDCO)
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Special Needs Co-ordinator (SENDCO)

The SENDCO will:

- work with the Headteacher to lead and manage the day to day provision for pupils with special educational needs within the school;
- lead the development of special educational needs throughout the school;
- provide guidance and support to all staff;
- work with the Headteacher and assistant Headteachers to organise and manage the team of TA's;
- inform parents when special educational needs provision has been made for their child;
- work alongside class teachers to prepare and keep up to date Individual Education Plans, known as Pupil Profiles, that reflect the full range provision that support the child's needs;
- track the progress of children with special educational needs;
- organise training for school personnel;
- keep up to date with new developments and resources;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools;
- review and monitor;
- report to the Governing Body on the success and development of special educational needs on a termly basis

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the SENDCO;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of Class Teachers

Class teachers must:

- be aware of the school's policy for the identification and assessment of pupils with special educational needs and the provision it makes for them
- provide quality first teaching for pupils with SEND;
- deliver the individual programme for each special educational needs pupil as set out in their Individual Education Plans;
- develop Individual Education Plans, known as Pupil Profiles, for special educational needs pupils by working closely with the SENDCO and support staff;
- comply with all aspects of this policy
- undertake appropriate training;

Role and Rights of Parents

We encourage parents:

- to work closely with the school in order to develop a partnership that will support special educational needs pupils.(see Partnerships)
- to take part in the review of Individual Education Plans, known as Pupil Profiles;
- to attend annual reviews

Role and the Rights of Pupils

We encourage pupils with special educational needs to understand their rights and to take part in:

- assessing their needs;
- contributing to their Individual Education Plan, known as a Pupil Profile;
- setting learning targets through their pupil voice questionnaire;
- contribute to the annual review through their pupil voice questionnaire.

8. Inclusion

- Foster an inclusive ethos where diversity is valued and all pupils feel safe and respected.
- Ensure all pupils can access the curriculum, enrichment, and social opportunities.
- Use reasonable adjustments and personalised support to remove barriers to learning.
- Monitor and address bullying, discrimination, and exclusion.
- Promote peer support, cooperative learning, and social skills development.
- Support positive behaviour, attendance, and emotional wellbeing.
- Plan for smooth transitions at all stages of education.

We believe that a close partnership with parents will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

9. Education, Health and Care Plans (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in an Individual Education Plan, known as a Pupil Profile
- Implemented in the classroom

- Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually and it is the responsibility of the school to arrange these. The SENDCO will organise these reviews in line with Local Authority guidance:

- SENDAR informed of date 4 weeks prior to the meeting.
- The pupil's parent/s invited 4 weeks prior to the meeting and their views gathered.
- A representative of the SEN Inclusion and Assessment Team invited 4 weeks prior to the meeting.
- The pupil's views gathered 4 weeks prior and invited if appropriate
- Relevant teacher and teaching assistants invited 4 weeks prior and their views are gathered
- Any other person the SENDCO or parent/carer considers appropriate e.g. Educational Psychologist, Play Therapist, Speech & Language Therapist etc. is invited 4 weeks in advance.
- Information packs containing reports and views are sent out by the SENDCo to all stakeholders 2 weeks in advance.
- The completed Annual Review Documents to be sent into SENDAR within 2 weeks of the meeting being held.

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

10. Professional Development

- All staff receive regular training in SEND pedagogy, statutory duties, and specific needs (e.g., autism, dyslexia, speech and language).
- SENCO accesses ongoing professional development and networks.
- Training is informed by audit of staff needs and current best practice.
- Opportunities for staff to share expertise and reflect on SEND practice are embedded in school routines.
- Induction for new staff includes SEND policy and procedures.

11. Inspectorate Expectations

- The policy ensures an ambitious, inclusive curriculum in line with Ofsted's Education Inspection Framework.
- Provision is matched to individual needs, with evidence of high expectations, effective assessment, and sequential planning.
- SEND pupils' progress and achievement are tracked and compared to peers.

- Interventions and adaptations are evaluated for impact on outcomes.
- Leadership demonstrates a clear vision, robust monitoring, and effective resource deployment for SEND.
- Parents, carers, and pupils are actively involved in SEND planning and review.
- Staff expertise is maintained through ongoing professional development.
- Inclusive practice and participation in wider school life are embedded across the school.

12. Monitoring and Review

- The SEND policy and provision are monitored by the SENDCo, headteacher, and governing body.
- Regular audits and reviews of pupil progress, support plans, and EHCP outcomes are conducted.
- Feedback from pupils, parents/carers, and staff informs ongoing development.
- The impact of interventions and professional development is evaluated.
- The policy is reviewed bi-annually and updated in response to statutory changes, inspectorate feedback, and school self-evaluation.

13. Links to Other Policies

- Accessibility Plan
- Safeguarding and Child Protection Policy
- Equality and Diversity Policy
- Behaviour Policy
- Teaching and Learning Policy
- Assessment Policy
- Supporting Pupils with Medical Conditions Policy
- Data Protection Policy
- Complaints Policy

Policy Review Sheet

Please note any comments or suggested amendments on this sheet. You may also choose to complete your comments in confidence on a separate piece of paper. Please add your initial to any comments.
