

BORROW WOOD PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY



Head teacher:	Zoe Fletcher
Reviewed:	March 2025
Next Review:	Sept 2025
SENCO:	Sue Maher
SEND Governor:	Gerry Carr

This policy is in collaboration with the Revised Code of Practice (2014) and the Equality Act 2010.

Mission Statement:

Borrow Wood Primary School seeks to provide a high quality of education for pupils, according to their needs, with the ultimate aim of developing attitudes of mutual respect and responsibility.

Whilst many factors contribute to the range of difficulties experienced by some pupils, we believe that much can be done by parents, teachers and pupils working together. We believe that high quality teaching, adapted for each individual pupil, is the first step to responding to a pupil's needs.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to achieve their potential and access a broad and balanced curriculum.

This policy was developed by the SENCo, in consultation with the staff and the Senior Leadership Team of the school. The Special Educational Needs and Disability policy has been accepted by the full Governing Body.

THE SEND AIMS IN THE CONTEXT OF OUR SCHOOL PHILOSOPHY

The policy and practice of providing for Special Educational Needs and Disabilities within the school is underpinned by the overall principles applying throughout the school as a whole:

- To commit to equal opportunities for all, with the aim to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- To ensure that all children have access to a broad, balanced, relevant and differentiated curriculum
- To invest heavily in time spent with parents, carers and external agencies, to ensure the best provision for all pupils
- To develop the whole child, by promoting the highest level of cognitive, social, emotional, physical and ethical development
- To prepare children for a fulfilled, happy and successful adulthood

For those children experiencing a form of Special Educational Need at any point in their school careers the following objectives are set:

- To value each child for their strengths and needs
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To create an atmosphere of mutual respect within the class and the school, modelled at all times by the adults in school
- To ensure good initial planning and staff training to embrace inclusivity
- To provide an appropriate level of support

ROLES AND RESPONSIBILITIES

All staff have a duty towards providing support for children with special educational needs within school. The level of responsibility is determined by the role of the staff member as follows:

The Special Educational Needs Coordinator (SENCO):

- Ensuring that systems are in place for early identification of pupils who may have SEND
- Tracking the progress of the children who have SEND, within reading, writing and maths
- Monitoring the efficacy of interventions that are run in school to support children who have SEND
- Monitoring the writing and reviewing of Individual Education Plans (IEPs) by facilitating termly meetings with parents
- Providing advice on methods of curriculum differentiation
- Providing information for colleagues about recent developments locally and nationally in the field of SEND
- Ensuring that all staff are aware of their responsibilities related to the Revised SEND Code of Practice (2014)
- Maintaining dialogue with the Governing Body regarding SEND provision
- Ensuring close liaison between all relevant teachers and support staff in order to meet individual needs for children with SEND
- Identifying children who require more support than is available through SEN Support and applying for an Education Health and Care Needs Assessment to be carried out by the Local Authority
- Ensuring that all appropriate staff are aware of, and understand the contents of pupils' Education Health and Care Plans (EHCPs)
- Maintaining close links with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- Working in partnership with parents of children with SEND
- Facilitating Annual Reviews for children with EHCPs
- Maintaining close links with partner schools and the Local Authority, particularly with reference to transfer of records

Class teachers:

- Identifying any possible areas of need early and recording them on a SEND Raising Concerns form
- Making initial contact with parents and informing them of concerns at the earliest possible stage

- Liaising with the SENCo to discuss concerns and to determine next steps
- Monitoring and reviewing the child's progress
- Writing and reviewing SEND Support Plans and filling out any additional forms that might be needed by other professionals
- Ensuring that information about how the pupil learns best is taken into account
- Ensuring high aspirations for all children, regardless of needs
- Ensuring all children have daily access to Quality First Teaching
- Designing appropriate adapted learning tasks and effective scaffolding strategies to ensure pupils access a broad and balanced curriculum with support, if needed, from the SENCO
- Meeting with the parents on a termly basis to set goals and discuss the progress that their child has made

The Senior Leadership Team is responsible for:

- Co-ordinating provision for children with special educational needs
- Convening meetings and working groups as appropriate
- Identifying staff development needs for the SENCO, teaching and non-teaching staff
- Promoting a positive ethos about our inclusive practices to all stakeholders
- Ensuring that the SEND in-service training policy is part of the school development plan
- Contributing to the in-service training of staff
- Ensuring the smooth day-to-day operation of the school's SEND policy
- Being involved in the development of the school's SEND policy

The Head Teacher is responsible for:

- Ensuring this policy is implemented throughout the school
- Ensuring resources are available to support implementation of the policy within overall budget constraints
- Ensuring that the policy is reviewed annually through incorporation in the School Development Plan
- Keeping Governors informed of how many children in school have been identified as having special educational needs
- Ensuring that evaluation of SEND provision is carried out annually by the Senior Leadership Team

The Governing Body is responsible for:

- The board is responsible for setting the values, culture and tone of the organisation. This includes creating an environment in which all pupils can thrive and play a full part in the life of the school.
- Monitoring the appropriate staffing and funding arrangements
- Appointing a governor to have specific oversight of the school's arrangements for SEN and disability.
- Legal duties owed by boards in relation to pupils with SEN and disabilities are set out in Part 3 of the 2014 Act, the Equality Act 2010, and related regulations. This includes a duty on boards to have regard, when exercising relevant SEN and disability functions, to the SEND Code of Practice: 0 to 25 years.

All teaching and non-teaching staff:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND

Subject Leaders:

- Ensuring that consideration is given to the inclusion of pupils with SEND when reviewing policies and devising subject overviews

ADMISSION CRITERIA

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice (2014):

“The School Admissions Code of Practice requires children and young people with SEN to be treated fairly. Admissions authorities:

- **must** consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school’s published admissions criteria as part of normal admissions procedures
- **must not** refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- **must not** refuse to admit a child on the grounds that they do not have an EHC plan

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.”

INCLUSION

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly-based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all children with SEND.

ALLOCATION OF RESOURCES

The financial resources delegated to the school specifically for Special Educational Needs are used to support provision of support staff, external agencies and material resources. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. This includes any additional funds which are devolved to the school.

The Senior Leadership Team and SENCo, in collaboration with the class teacher, will decide the action required to help a pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Targeted interventions
- Timetabled support from Teaching Assistants
- Staff development/training to undertake more effective strategies
- Access to external support services for advice on strategies, equipment, or staff training

IDENTIFICATION AND ASSESSMENT OF SEND

Taken from the SEND Code of Practice 2014:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person 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 or mainstream post-16 institutions*

Special education provision means:

- *For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.”*

The degree of difficulty may be mild, moderate or severe and may be permanent or temporary. The need for early identification is important. High-quality, early intervention can change a child’s developmental trajectory and improve outcomes.

EARLY IDENTIFICATION:

Early identification of pupils with SEND is a priority and can come via several routes:

- Medical Diagnosis
- Screening /diagnostic tests
- Reports or observations
- Records from other schools, etc.
- Parental concerns
- National Curriculum results
- Pupil progress in relation to objectives in the National Curriculum

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO and Senior Leadership Team, will ensure that those pupils requiring different or additional support are identified at an early stage. Teachers will complete a Raising Concerns Form, which will take into account a child’s strengths and needs, progress, the parent/ carer views and pupil voice before meeting with the SENCo to establish strategies to respond to the needs of the child. Our SEND register is reviewed regularly, to ensure it is accurate and up-to-date.

MONITORING PUPIL PROGRESS

Progress is a crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers, including taking account of other vulnerabilities, such as being in receipt of pupil premium
- Equals or accelerates the pupil’s previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-efficacy and social or personal skills
- Shows improvements in the pupil’s behaviours

Where teachers decide that a pupil is not meeting their targets, the SENCO and class teacher will review the approaches adopted and take appropriate action.

RECORD-KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENCO will oversee the records maintained by class teachers and ensure access to them. In addition to the usual school records, records will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies
- SEND Support Plans
- Provision Maps

PRIME AREAS OF NEED

The SEND code of Practice (2014) outlines four areas in which special educational needs can fall into:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Behavioural difficulties have been removed from the code of practice as it is recognised that if a child has behavioural issues this does not necessarily mean that they have SEND.

THE GRADUATED RESPONSE TO SEND PROVISION

At Borrow Wood we have adopted a whole-school approach to SEND policy and practice. SEND support arises from a four-part cycle, known as the graduated approach. This is the process through which earlier decisions and actions are revisited, refined and revised; leading to a growing understanding of the pupil's needs and the support needed for the child to make good progress and secure good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all pupils in their class. However, where a potential special educational need has been identified, this process becomes progressively personalised. Teachers, with support from the SENCO, draw on more individualised approaches and the provision is reviewed more frequently in order to tailor interventions to meet the particular needs of their pupils with SEND.

Pupils identified as having SEND are, as far as is appropriate, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are included in all aspects of school-life.

SEND Support

This is characterised by interventions that are different from or additional to the normal differentiated curriculum. Such intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by positive behaviour strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

Children who are on the SEND Register are considered to be at SEND Support level. All children on the Register, regardless of their level, will be provided with a SEND Individual Education Plan which will highlight SMART targets for them to achieve in order to move their learning forward. All parents are encouraged to meet with the class teacher to review these plans and set new targets on a termly basis. Pupils will be involved in this process, when appropriate.

EDUCATION HEALTH CARE PLANS (EHCPs)

Education Health Care Plans aim to create an integrated service in which education, health and social care work together to come to agreed outcomes regarding a child with SEND.

The Education Health Care assessment process takes 20 weeks. An EHCP aims to be a personal document in which the child and their family have a much greater input into provision and outcomes.

A school will request an Education Health and Care Needs Assessment when, despite an individualised programme of sustained intervention with SEND, the child remains a significant cause for concern. An EHC assessment might also be requested by a parent or outside agency.

The request will include information on the following:

- The action followed with respect to SEND Support
- The pupil's reviewed SEND Individual Education Plan
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum Attainment
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- The views of the child
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

An EHC plan may be provided when, after the EHC needs assessment, the Local Authority considers the child requires provision beyond what the school can offer through SEND support.

Annual Reviews of EHCPs

An EHCP must be reviewed annually. The SENCO will organise these reviews and invite:

- The child's parents/ carers
- The child if appropriate
- The relevant teachers or staff
- Any appropriate representative(s) of the Local Authority
- Any other person(s) the school or parents considers appropriate, e.g. Educational Psychologist, Speech and Language Therapists, Occupational Therapists, Physiotherapists, School Nursing Service, etc

The aim of the review will be to:

- Assess the pupil's progress in relation to their targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment and progress
- 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
- Set new targets for the coming year

Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews the SENCO of the receiving Secondary school may be invited to attend, if this information is known at the time of the review. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues.

With due regard for the time limits set out in the Code of Practice, the SENCO will send the Annual Review Report, with any supporting documentation, to the Local Authority.

THE LOCAL OFFER

Derby City's SEND Local Offer is an online resource for parents and young people to find out about all the services and support on offer to children and young people from birth to 25 who have SEND in the city. Derby City Council, along with all other local authorities, are required to publish information about services they expect to be available in their area. Derby City's Local Offer is available here: www.derby.gov.uk/sendlocaloffer It explains how to access services and support in Derby City and what to expect from these services, including details of Higher Needs Funding and Education and Health Care Plans.

If you are Derbyshire County Council resident [click here](#) to view their Local Offer.

TEACHING SUPPORT ARRANGEMENTS

Pupils with Special Educational Needs will be fully integrated into the school within the limits allowed by their needs. The intervention and support implemented will depend upon each individual child's needs. Strategies include:

- High Quality Teaching
- Reduce the content of the material presented
- Replace abstract illustrations or text with concrete examples
- Nurture Group provision at lunchtime, and at other times of the week, as school need dictates
- Use multi-sensory approaches

- Using the support of Teaching Assistants and students
- Focused PSHE work for social, emotional or behavioural problems
- Specialist equipment
- Staff development and training
- Transition support at the start and end of the day
- Cognitive and metacognitive strategies
- Pre-teaching and pre-emptive support for the child
- Using flexible groupings within the classroom to use ability groups, mixed ability groups and social groups.
- Differentiation by task or outcome
- Work displayed and valued
- The use of visual aids (e.g. visual timetable, now and next boards)
- Acting upon advice from professionals
- Extra-curricular activities differentiated
- Using technology

Staff have knowledge of the Education Endowment Foundation 5 a-day principle which are recommendations for supporting children with SEND:

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>

Appropriate Teaching Skills will be used to:

- Focus on what the child can do rather than on what they are unable to do
- Ensure the child is given sufficient time to complete a task
- Support independent learning
- Promote independence, self-esteem and inclusion
- Work in close liaison with parents and outside agencies
- Scaffolding
- Modelling
- Explicit instruction

We look for support from the Local Authority to make appropriate provision for pupils with a sensory or physical disability who may need to use:

- Modified keyboards or laptops, technological aids, signing symbols or lip-reading to aid communications
- Non-visual or non-aural ways of assessing information
- Technical aids in practical and written work
- Aids or adapted equipment to allow access to practical activities

Silver Birch Hub

Our Silver Birch Hub provides a safe place for parents/carers to discuss any worries over a cup of coffee. The hub is designed to increase outcomes for the child and their family through positive home-school relationships, and by seeking support from outside agencies, where appropriate, that benefit the family unit.

The room is also used as a 'safe space' for children to go to for social and emotional support at lunch times or during the day.

Staff Development

All In-Service Training is outlined in the staff and school development plan. This includes SEND training and is reviewed annually.

Transfer arrangements

All the information applicable to the pupil will be passed onto his/her new school and where possible discussions and visits will take place to make the transition as easy as possible.

Collaboration and partnership

We firmly believe that if effective provision is to be made for children with Special Educational Needs, it is essential that schools, LAs, Health and Social Services and Voluntary and other Agencies work closely together. Names of these departments are available in school.

Borrow Wood has an effective working relationship with parents including the parents of children with Special Educational Needs and considers it vital that the knowledge, views and experiences of parents are taken into consideration. Parents of Special Educational Needs children have concerns that the school should make every effort to allay, taking parental feelings and wishes into account.

The partnership between parents, school and the Governing Body is essential if the child is to progress effectively. The Revised Code of Practice (2014) outlines that all schools need to ensure that they have a good working relationships with parents of children with SEND.

Parents will be offered practical support and advice for work at home where appropriate.

Right of Appeal

The 1993 Education Act establishes a new Special Educational Need Tribunal to enable parents to have a quick and independent system of appeal against LA's decisions about assessments and statements.

Details are available in school or by following the link below:

<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/ehc-assessment-and-plans/send-tribunal-national-powers/#page-1>

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