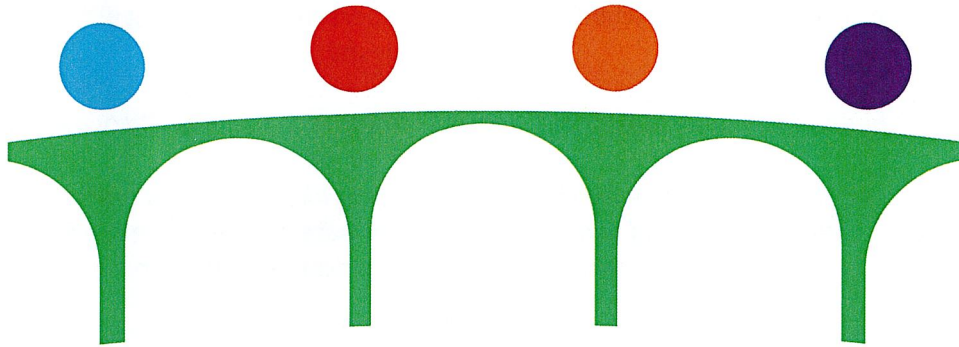


# SEND Policy



**Somerset Bridge Primary School**

Aspire - Brave - Care - Collaborate

## Policy for Special Educational Needs and Disabilities (SEND)

*At Somerset Bridge Primary School, Special Educational Needs is regarded as a whole school responsibility and all systems and structures reflect this.*

Definition of Special Educational Needs from the Special Educational Needs and Disability Code of Practice, September 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.*

Please read the school's SEND Information Report and School Offer alongside this policy. These can be found on the school website. Somerset Local Authority have also produced a Local Offer.

### **OBJECTIVES OF THE SCHOOL'S SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY**

This SEND policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs and the efficient education of the pupils with whom they are educated.

The school will have regard to the **Special Educational Needs Code of Practice January 2015** and **Somerset's Graduated Response Tool** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified and involved in a decision what SEND provision is being made for their child. The child will also be involved as appropriate.

Provision will also focus on 5 key outcomes for children:

- Physical and mental health
- Protection from harm and neglect
- Education and training
- Contribution to society
- Social and economic well being

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents/carers hold key information and have knowledge

and experience to contribute to the shared view of a child's needs and the best ways of supporting them. We will endeavour to ensure that all parents/carers of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children with special educational needs often have knowledge of their own needs and we would seek their views about what sort of help they would like. We will encourage them to share in the outcomes aimed for and review meetings where appropriate.

Somerset Bridge Primary School is committed to ensuring that all children and young people, regardless of their circumstances, are given opportunities to reach their full potential, have positive outcomes and feel valued members of the school community

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

Special Educational Needs is a **whole school** responsibility. In addition to the Governing Body, the school's Headteacher, the SENDCO and all other members of staff have important day-to-day responsibilities.

***All teachers are teachers of children with special educational needs.***

All teaching staff are involved in a cycle of assessing, planning, doing and reviewing, which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose attainments fall significantly outside the expected range may have special educational needs.

### **EYFS Assessment**

The school uses the EYFS Profile to assess each child's current levels of attainment in the first term of their reception year in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, there will be liaison between the school and pre-school setting and a School Entry Plan Meeting may be held with parents and all involved agencies. Information may be transferred from the Early Years setting. The SENDCO and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure on-going observation and assessment provides regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Endeavour to involve parents in implementing a joint learning approach at home.
- Ensure that children with SEND are invited to contribute at relevant meetings.

After this the child will be assessed against the National Curriculum 2014. Some children may have not reached these national curriculum levels of attainment by the end of a Key Stage and in this case they will be assessed using the Pre-Key Stage assessment standards (2018).

**Provision**

The school uses a 'graduated response' of Assess, Plan Do and Review (APDR) to meet the needs of SEN children:

<b>Assess: Concerned about a child with learning needs?</b>			
<b>EYFS / KS1/ KS2</b>			
<ul style="list-style-type: none"> <li>• Discussions with teachers in Pupil Progress Meetings</li> <li>• Complete Early YARC assessment or BPVS</li> <li>• SENDCO observation in class</li> <li>• SENDCO recommendations given.</li> </ul>		Discuss in Pupil Progress Meeting (PPM) to identify area of concern: <ul style="list-style-type: none"> <li>• Cognition &amp; Learning</li> <li>• Communication &amp; Interaction</li> <li>• Social, Emotional &amp; Mental Health</li> <li>• Sensory and/or physical needs</li> </ul>	
<b>Plan/Do: Universal: Interventions put in place, alongside Quality First Teaching:</b>			
<b>Cognition &amp; Learning:</b>	<b>Communication &amp; Interaction</b>	<b>Social, Emotional &amp; Mental Health</b>	<b>Sensory and/or physical needs</b>
-Differentiated work -Literacy interventions e.g. CODE, Lightning Squad -Maths Interventions -Numicon intervention -ILPs -Memory Magic Intervention	-Talkabout intervention -Talk Boost intervention -Friendship groups -Circle of Friends -LEGO Therapy	-ELSA group intervention -LEGO Therapy -Behaviour plans -FSW involvement LM involvement -ILPs/IBPs -Gardening club	-Learn to Move intervention -ITS recommendations -SEN sensory room -Equipment e.g. ear defenders, weighted jacket -Sensory group -Sensory Circuits
<b>Review: Pre &amp; Post data taken and reviewed at next PPM:</b>			
<ul style="list-style-type: none"> <li>• If catch up is effective, look at exit strategy to continue progression.</li> <li>• If poor progression-question why; regular attendance? Engagement of child? Accessibility? etc.</li> <li>• Might be child's initial difficulties were not fully understood. Intervention may need to be adjusted.</li> </ul>			
<b>Plan new programme:</b>			
<ul style="list-style-type: none"> <li>• Following this, if no progress is made, look at other reasons e.g. summer born, moved schools frequently, CP concerns of additional needs etc.</li> </ul>			
<p><b>SEN Support: Child added to SEND register.</b>  <b>Diagnostic assessments/Strategies carried out by SENDCO or referral to outside agencies.</b></p>			

SENDCO Assessments/Strategies	Outside Agencies
<ul style="list-style-type: none"> <li>• Dyslexia Portfolio</li> <li>• BOXALL</li> <li>• YARC</li> <li>• TALC</li> <li>• BPVS</li> <li>• Sandford Maths</li> <li>• RAVENS non-verbal reasoning</li> <li>• Sensory checklist</li> <li>• Universally speaking checklist</li> <li>• Social Stories/comic strip conversations</li> <li>• 1:1 Support</li> <li>• Specific ITS strategies</li> <li>• 1:1 ELSA Support</li> <li>• Class observations</li> <li>• Forest School</li> <li>• Drawing and Talking Intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Speech &amp; Language Therapy</li> <li>• Occupational Therapy Service (part of CYPTS)</li> <li>• Autism &amp; Communication Service</li> <li>• Educational Psychology Service</li> <li>• Paediatrician</li> <li>• Hearing/Vision Support</li> <li>• Inclusion Team</li> <li>• CAMHS</li> <li>• MHST</li> <li>• CYPTS (Sensory, Physical and OT services)</li> <li>• Physiotherapy Service</li> <li>• Outreach from Special Schools</li> <li>• Partnership Panel for Outreach Support and/or pupils at risk of permanent exclusion</li> <li>• Virtual School for Looked After Children</li> </ul>

### SEN Support

The provision provided will be in response to the child's individual needs and may take many forms. A child may be considered to have SEN if they do not make adequate progress over time despite Quality First Teaching and/or they meet the code of practice definition of SEN.

*For more details, please refer to the school's 'SEN Information Report'.*

The triggers for intervention through SEN Support will be implemented where there is concern about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are particularly targeted for the child.
- Shows signs of difficulty with learning and in developing skills in any area of the curriculum which result in poor attainment.
- Presents persistent emotional, social or mental health difficulties which are not affected and improved by the behaviour management techniques usually employed in the school.
- Has sensory, medical or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Provision will change in line with the **Somerset's Graduated Response Tool** using the cycle of **Assess, Plan, Do, Review** which includes the use of Individual Learning Plans (ILPs).

### The SEN Process

- **Teachers and staff will seek to identify the needs of students with SEN** This is most effectively done by gathering information from parents/carers, teachers, education support services, health and care services.
- **Teachers will provide Quality First Teaching.** This acts as the baseline for learning for all pupils. All teachers must be committed to reducing barriers to learning for pupils with SEN by planning work which is appropriately differentiated and includes strategies from the school's provision map. **For this reason and in line with the Code of Practice, the majority of students will have their SEN met in class and have access to a broad and balanced curriculum.**

- **Teachers and staff monitor the progress of all students** in order to aid the identification of students with SEN. Continuous monitoring of pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Work in partnership with parents/carers** to gain better understanding of their child and involve them in all stages of their child's education. This may include supporting parents in understanding SEN provisions and procedures and enabling them to support their child at home with their learning.
- **Work with and seek appropriate support from outside agencies** when the needs of the student cannot be met by the school alone.
- **Ensure that SEN pupils engage in the activities of the school** alongside students who do not have SEN.
- **Create a school environment where pupils contribute to their own learning and develop independence.**
- **Review a child's progress** at regular intervals with the child, their parents/carers and any professional who support the pupil. The impact and quality of the support also needs to be measured and reviewed within the school.

### **Behaviour**

The school has an effective and successful relational behaviour policy which supports all pupils including those with severe and challenging behaviours. There is a caring and mutually supportive ethos in the school which results in a safe, secure environment for all members of school. If the whole school behaviour policy is not appropriate for a child, then an individual behaviour management plan is written.

### **EAL (English as an Additional Language) Pupils:**

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems that they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Pupils may have individual or small-group support from the school's EAL co-ordinator. A referral may be made to the Somerset Ethnic Minority Achievement Team.

### **Medical**

The school recognises that pupils with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may have a disability and, where this is the case, the school will comply with its duties under the Equality Act 2010. Some may also have Special Educational Needs and may have an EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. Arrangements are put in place to support individual children with their specific medical needs/ conditions. Meetings are held between parents, and the relevant medical professionals. Where appropriate, Individual Health Care Plans are drawn up. Staff administering medicines or working with children with specific needs receive regular training. Where a child is not medically well enough to be in school, a referral will be made to the Partnership Panel for medical tuition at home.

### **Other provisions:**

The school uses 'Somerset Total Communication' and 'Communication in Print' symbols when appropriate to augment communication, and support learning and socialisation. There are visual timetables in all classrooms. The building allows access to people with physical disabilities. There is an accessible toilet for pupils with disabilities and wheelchair access to all classrooms and the hall.

### **Specialist Provision**

At present, there is no specialist provision based at Somerset Bridge Primary School.

### **Nature of Intervention**

The SENDCO and the child's class teacher, in discussion with parents and carers, will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment (e.g. hoist, walking frame etc)
- Some group or individual support.
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- Access to Local Authority support services for one-off or occasional advice on strategies or equipment.

### **Individual Learning Plans**

When a pupil is considered to need SEN Support, strategies used to enable the child to make progress will be recorded in an Individual Learning Plan (ILP). The ILP will include information about:

- The child's areas of difficulty
- The short-term outcomes for the child.
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when ILP is reviewed).

The ILP will only record what is additional to, or different from, the differentiated curriculum and will focus upon two or three individual targets that match the child's needs. The ILP will be reviewed three times a year at the school's ILP writing sessions and parents/carers views on their child's progress will be sought, during parents' evenings and other meetings.

### **Organisation and Procedures**

The Head teacher, Governors and SENDCO are responsible for the strategic development of the SEN policy and provision to raise the achievement of SEN pupils. The SENDCO meets each regularly with the SEN Governor to review policies and procedures, to monitor SEN provision and plan future developments.

The SEND Co-ordinator (SENDCO) has responsibility for:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with special educational needs to allow them to access all curriculum areas and subjects and all other aspects of school life, including PE sports days, participation in the school council, extra-curricular activities.
- Liaising with, and advising fellow teachers.
- Advising on the graduated response to SEN.
- Managing Teaching Assistants.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.

- Liaising with external agencies including Somerset Support Services, Educational Psychology services, health, social services and voluntary bodies.
- Monitoring the progress of individual pupils with SEN, groups of SEN and how their progress compares nationally.

### **Children with High Needs**

In Somerset, schools are given funding to support SEN pupils using a specific formula. Some individual children may have significant and complex needs and may meet the criteria for 'top-up' funding. This high needs top-up funding is gained through the receipt of an Education Health Care Plan (EHCP). This is applied for by either the SENCO or parent. Children need to meet the criteria, as set out by the LA, in order to receive an EHCP and subsequent funding.

*The support that children with high needs receive will be highly individualised.*

Children at a high needs level may be supported by at least one external agency. A decision to refer to an external agency may follow a decision taken by the SENDCO and colleagues, in consultation with parents/carers. There are Annual Planning Meetings held in school at the start of each academic year where a member of the Access to Inclusion Team meets with the SENDCO to discuss SEN issues such as whole school SEN priorities, training needs and individual pupils, including those at a high needs level.

When a referral has been made to external support services, previous information about the child will be shared with them. External services may include the Access to Inclusion (A2I) Team, which is a newly formed team combining the Learning Support Team and the Autism and Communication Team. They may act in an advisory capacity, or provide additional specialist assessment and/or training. The report produced as a result, will set out strategies for supporting progress that reflects the advice and recommendations of outside agencies. The delivery of the interventions suggested in the report remains the responsibility of the class teacher.

### **Statutory Assessment**

Where there are long-term complex learning needs, which may require special educational provision, a request for Statutory Assessment may be made to the local authority (LA) in consultation with parents/carers. This may result in the LA writing an Education, Health and Care Plan (EHCP).

All children with EHCPs will have outcomes to work towards after consultation with parents/carers and the child. Steps to achieve these will be discussed with parents, children and teachers and progress monitored by the SENDCO, alongside the teacher, relevant staff and parents.

### **Annual Reviews**

The progress of all children with EHCPs or high needs funding is reviewed at least annually, with the parents/carers, the pupil and all professionals involved using a format produced by the LA. The annual review focuses on what the child has achieved, and on any needs requiring support. An action plan is written. The paperwork is uploaded to a SEN portal for access by the LA.

At the review in Year 5, there will be consideration of the type of provision the child will require at secondary stage. Parents and carers are advised to visit secondary schools and to consider appropriate options within the similar timescales as other parents/carers. A Phase Transfer annual review will take place at the start of Year 6 where the parental preference for secondary school can be recorded. The SENDCO of the receiving school will be invited to attend a Transition Meeting with our school SENDCO to allow them to plan appropriately and enable the pupil and the parents/carers to be reassured that an effective and supportive transfer will occur.

## Glossary of Terms:

A2I Access to Inclusion team  
ACS Autism and Communication Service  
APDR Assess, Plan, Do and Review  
BPVS British Picture Vocabulary Scale  
CAMHS Child and Adolescent Mental Health Service  
CP Child Protection  
CYPTS Children and Young People's Therapy Service  
EAL English as an Additional Language  
EHCP Education, Health and Care Plan  
ELSA Emotional Literacy Support Assistant  
EYFS Early Years Foundation Stage (birth to 5 years old)  
FSW Family Support Worker  
IBP Individual Behaviour Plan  
IHCP Individual Health Care Plan  
ILP Individual Learning Plan  
LA Local Authority  
LAC Looked After Child  
LST Learning Support Team  
PPMs Pupil Progress Meeting  
SEMH Social, Emotional and Mental Health  
SEND Special Educational Needs and Disabilities  
SENDSCO Special Educational Needs and Disabilities Coordinator  
STC Somerset Total Communication  
TALC Test of Abstract Language Comprehension  
YARC York Assessment of Reading Comprehension

Policy Reviewed by:	Governors
Signed:	Darren Argrave
Policy co-reviewed by:	Somerset Parent Carer Forum and parents (4/3/2025)
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