



SEND POLICY

Reviewed: November 2025

To be reviewed: November 2026

Signed by:

Executive Principal of Cabot Learning Federation (CLF)

Principal of Begbrook Primary Academy

Chair of Begbrook Primary Academy Council

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 September 2014 3.65 and has been written with reference to the following Guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 September 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Teachers Standards 2012

The policy has been written by the Cabot Learning Federation Primary SENCOs with an emphasis on recent SEN reform. In liaison with the SEN Governor and Senior Leadership Team the policy has been adapted to meet the needs of each setting. In addition, each Academy has provided opportunities for stakeholders to collaborate in its co-production.

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1. SENDCO details

SENDCO: Emma Skade Tel: 0117 9030386

Qualifications:

MEd Special and Inclusive Education

Undertaking NPQSENCO

2. Vision

Begbrook has a strong commitment to raising standards and helping all our children to success.

Our school adopts a curriculum that reflects the aims and values of the school in the content and character of the curriculum. Our pupils show respect and tolerance towards others enabling them to make positive relationships with a wide range of people. Throughout their time at Begbrook Primary Academy pupils, develop skills and values to be responsible citizens. The school aims to encourage pupils to appreciate our natural world as a source of wonder and inspiration and to play their part in maintaining and improving their immediate environment. Pupils are taught to value our wider school family as a resource for learning and to view home, school and the wider community as a partnership. Above all, the school aims to keep all children at the centre of all it does.

3. Aims

We aim to empower all our children by:

- Developing mutually respectful relationships and strong relationships
- Learning and playing together in harmony
- Celebrating diversity
- Developing personal responsibility and independent learning
- Stimulating intellectual curiosity and critical thinking.
- Differentiating individual needs
- Developing their creativity and imagination
- Creating a healthy and safe environment and for them to know where to turn for support
- Achieving their full potential
- Enabling them to enjoy their learning and their play
- Developing their confidence and self esteem
- Encouraging them to have high aspirations for themselves

At Begbrook Primary Academy we aim to improve outcomes through high aspirations and expectations for children with SEND. Our school provides a focus on **outcomes** for children rather than merely hours of provision or support.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

4. Identifying Special Educational Needs

In the new guidance, ‘A pupil has SEND 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’. The broad areas of need (page 98 of the guidance) are:

- 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 should be planned for. The purpose of identification is to work out what action school needs to take, not to fit a pupil into a category.

In our Academy we identify the needs of pupils by considering the needs of the whole child which will include other aspects not just the special educational needs of the child or young person. Other factors may impact on progress and attainment such as:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

In the guidance identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a child’s behaviour should be described as an underlying response to a specific or range of needs. In school we will be able to recognise and identify this clearly as we will know the child well.

5. A Graduated Approach to SEN Support

The new Code of Practice for SEN clearly states that *‘teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’*.

Quality First Teaching delivered by class teachers includes adaptation, target setting and personalised learning. This involves a range and variety of strategies and resources to enable full access to the curriculum for all children. Class teachers have a range of inclusive strategies to meet the needs of different types of learner. They will support the learning of children who are at different levels of ability and who work at different rates. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. The Senior Leadership Team regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary, improving teachers’ understanding of strategies to identify and support vulnerable pupils and

their knowledge of the SEN most frequently encountered. This includes the Ordinarily Available Provision guidance from Bristol City Council.

If there are further concerns for a child, the class teacher will apply the ASSESS-PLAN-DO-REVIEW cycle which involves:

- Collecting further evidence of the child's needs including any formative data or support agency advice.
- Observations of learning used to identify learning strengths with a focus on what the child **can** do.
- Meeting with parents to discuss their views and how they are able to support
- Ascertaining the views of the child
- Seeking the support of the SENCO as necessary
- Planning and setting targets and regularly keeping parents informed of progress
- Reviewing the plan with parents and setting new targets if progress has been made in line with expectations

If, after a period of 'early action' known as 'wave 1' and where pupils have not made adequate progress the class teacher with the SENDCO will consider if further or continued support is required. If this is the case, the child will now be identified as receiving **SEND Support and** move to 'wave 2' this is recorded as SEN K. Parents are informed of this and informed that their child will be recorded on our school tracking system as receiving SEND Support and also the category of need.

6. Managing pupils' needs on the SEN register

If progress is still not as expected, despite a suitable period of appropriate and effective support and intervention, then further specialist advice may be sought e.g. our Educational Psychologist. The impact of this advice will be monitored and reviewed. We have access to a range of specialist services and expertise including:

- Our team of experienced and caring Teaching Assistants who are supported through a range of specialised support services e.g. Occupational Therapists, Speech and Language, Educational Psychologist, Sensory Impairment and Health.
- Key staff who are trained to support specific health care needs e.g. epilepsy, severe allergies.
- Access to a range of Universal (e.g. school nurse, speech and language therapy, PMHN – Primary Mental Health Nurse) and specialist (e.g. Educational Psychology, Bristol Autism Team) support services who can provide specialised assessments.

If expected progress is not evident, despite 'relevant and purposeful action', then we will consider requesting an Education, Health and Care needs assessment. This may lead to an Education, Health and Care Plan. This process will take 20 weeks. Once an EHCP is in place it will be reviewed annually.

Parents will be involved throughout all processes involving their child and will be invited to meetings with the class teacher, specialist support staff and SENCO as appropriate. Pupils are involved in target setting and their views sought. An open door policy allows parents to speak to staff regularly and more formal meetings are held twice a year to monitor overall progress.

7. Criteria for exiting the SEND register

The role of the class teacher is fundamental to the planning and delivery of any additional needs. Learning is personalised by the class teacher and individual provision plans are written for children who require them.

Regular meetings are held between the class teacher and parents to share progress; the SENDCO may be involved in these meetings. Progress meetings with staff are held three times a year and progress is monitored at least termly. Where further specialist advice is required, the SENDCO will contact an appropriate professional and parents will be invited to meet with them to plan and set targets for their child.

If your child has specific needs which require staff training, this will be arranged, and specialists will be involved where necessary.

Progress of SEND Support pupils is monitored and discussed with parents. When children have made progress in line with their peers and are at age-related expectations we will consider taking them off SEND Support. The performance of these children will continue to be monitored to ensure progress has been sustained.

8. Supporting pupils and families

Schools have a statutory requirement to provide a SEND Information Report and this can be found on our school website.

A copy of Bristol's Local Offer can be found at <https://www.bristol.gov.uk/web/bristol-local-offer>. This is a jointly co-produced and dedicated website for disability services.

The Academy's team of Teaching Assistants are supported through a range of specialised support services e.g. Physiotherapy, Speech and Language, Behaviour, Educational Psychologist, Sensory Impairment and Health.

Staff have been trained in the Administration of Medicines and key staff are trained to support specific health care needs e.g. epilepsy. The Academy has access to a range of Universal (e.g. school nurse, speech and language therapy) and specialist (e.g. Educational Psychology, Bristol Autism Team) support services.

The new Code of Practice covers young people from 0 – 25 years and it is our responsibility to ensure safe and successful transition from one setting to the next. Most children starting Begbrook Primary Academy in Pre School and Reception come from a range of settings. Transition is carefully organised to meet the children's needs. During the Summer term they will meet their new teacher and have a tour of their new school. There will be an information evening when parents will have the opportunity to meet their child's new class teacher and discuss individual needs. Parents can make an appointment to meet with the SENDCO to discuss individual needs.

For children transferring within the school year parents/ carers and child will be invited to visit the school for a guided tour. This will be an opportunity to discuss any SEND concerns. Information from the previous school is referred to as soon as possible.

For children moving on to Secondary school, there will be opportunities to visit their new school and parents will be invited to a 'Welcome Evening'. The SENDCOs from both the primary and secondary schools will liaise and if the child has SEND, additional meetings can be arranged. The SENDCO from the secondary school may be invited to a transition meeting to prepare the pupil for secondary school. If a child has particularly high needs a transition package will be put in place and will be personalised to meet individual requirements.

Some children may find transition between year groups a challenge and extra support will be provided. All SEND information is passed onto the following class teacher and shared with settings your child transfers to. Parents will be fully involved in the transition process and invited to make contributions.

9. Supporting pupils at school with medical conditions

The Children and Families Act 2014 includes a duty for schools to support children with medical conditions. Where children have a disability, the requirements of the Equality Act 2010 will also apply. Where children have an identified special need, the SEND Code of Practice will also apply. All children have a right to access the full curriculum, adapted to their medical needs and to receive the on-going support, medicines or care that they require at school to help them manage their condition and keep them well.

The Academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils may have a Statement of SEND or Education, Health and Care Plan (EHCP) which brings together health and social care needs with their special educational provision. Refer to our policy: Supporting pupils at school with medical conditions for further information.

10. Monitoring and evaluation of SEND

The Academy regularly monitors and evaluates the quality of provision offered to all pupils. SEND learning walks enable the SENDCO and SLT (Senior Leadership Team) to audit the quality of provision for children with additional needs in the classroom setting. All teachers use inclusive teaching strategies for example opportunities to share ideas verbally for writing. The SENDCO meets informally with class teachers to discuss the needs of individual children and to adapt provision as required. A more formal meeting is held to monitor progress of all pupils across a year group and identify further allocation of resources and training needs.

SMART (Specific, Measurable, Achievable, Realistic, Time related) targets are set for individual pupils, and these are monitored and reviewed regularly. The quality of Teaching Assistants support is monitored through a rigorous appraisal process. As part of this process relevant training needs are identified.

It is the Academy's aim to involve parents in the co-production of this policy. Parent views are gathered and these will directly influence our policy for SEND children.

Evidence, as a result of monitoring is used to inform best practice; a strategic plan for SEND is developed through a cycle of provision planning, implementation and review. Through robust evaluation and monitoring arrangements the Academy is able to promote an active process of continual review and improvement of provision for all pupils.

SEND provision and support for vulnerable learners is a focus of every academy council meeting. An annual SEND report is shared with the Academy Council who monitors and evaluates the progress of SEND across the academy.

11. Funding of SEN support

Schools receive funding for all children including those with Special Educational Needs and Disabilities and additional needs are met from this, including equipment. Funding allocated to schools enables early intervention and appropriate provision for

all pupils with SEND. Most children will have their needs met from the core education budget.

If review of pupil's progress and evaluation of provision made shows that further, additional support is needed the Academy may consider applying for further funding directly from the local authority (this is known as 'Early Identification Funding'). Through the process of school-based reviews, the Academy will provide evidence to show that the provision made through the school-based funding has been evaluated, pupil progress monitored and impact demonstrated. The evidence will indicate the additional provision which may be required for these pupils in order to access a broad and balanced curriculum. In these very limited circumstances, the Academy may apply for funding or an Education, Health and Care Plan to provide the additional support required. Where the local authority agrees, the cost is provided from funding held by the local authority. This funding is provided by the local authority for an individual pupil who has a high level of need and the Academy will use this funding to make provision for that individual pupil.

12. Training and resources

In order to maintain and develop the quality of teaching and provision in response to the strengths and needs of all pupils, Academy staff undertake regular and appropriate training and development.

Teaching Assistants have regular training e.g. speech and language therapy provision, Autism Spectrum Disorder, attachment disorder. This is provided and updated depending on the needs of the child with whom they are working.

Staff who have children with specific SEND will access training towards the beginning of the academic year where possible e.g. ASD support strategies. Staff training regarding behaviour strategies occurs regularly to ensure consistency in approach. All staff have attended Safeguarding Training.

All teachers and support staff undertake induction when first in post at our Academy and this includes a meeting with the SENDCO to explain the procedures in place around the school's SEND provision and to discuss the needs of individual pupils. The Academy's SENDCO regularly attends the CLF SENDCO network meetings in order to keep up to date with local and national updates in SEND.

13. Roles and responsibilities

Emma Skade, SENDCO is:

- The Designated Teacher for LAC 0117 9030386

The SENDCO updates information about pupils on SEND register twice a year when whole school pupil data is discussed and in line with the School Census.

The SEND link Governor liaises with the SENDCO to monitor the Academy's work for children with SEND; supports the SENDCO in monitoring appropriate staffing and funding arrangements and in deciding the general policy and approach to meeting children's SEND.

14. Storing and managing information

Relevant SEND information is forwarded to the pupil's next school. The Academy does not keep any copies. Information at the Academy is stored in line with CLF policies on Management of Information and Freedom of Information.

All staff are aware of sharing information on a 'need to know' basis. Class teachers have the most recent and relevant documents stored in their classrooms. Any sensitive information is stored in a confidential electronic file.

Medical care plans are available and shared with their class teacher for relevant pupils in their classroom and in the school office in case of emergency.

15. Reviewing the policy

The Academy's SEND policy will be reviewed annually in line with the SEND Code of Practice and shared with the school governors, all school staff and placed on the school web site.

16. Accessibility

The Disability Discrimination Act, as amended by the SEND and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

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. The Academy works with parents and children to prevent treating any individual 'less favourably' and is committed to improving access progressively over time.

Access to school trips and visits around the local area are assessed and where necessary, reasonable adjustments will be made. Visits are chosen that are accessible to all and parents/carers are invited to join their child's class.

Year 6 take part in a residential visit and all pupils are encouraged to attend. Parents are invited to discuss individual needs and access requirements with a member of staff.

In addition, interpreters are used and we have Urdu/Panjabi, Portuguese and Spanish speaking adults in school.

17. Bullying

The Academy is committed to taking steps to ensure and mitigate the risk of bullying of vulnerable learners at our school. Our aim is to work together to stop bullying and create safe environments in which children and young people can live, grow, play and learn. Bullying and harassment is behaviour that makes someone feel intimidated or offended. Harassment is unlawful under the Equality Act 2010. The ethos at our Academy is aimed at reducing the incidence and impact of bullying of all individuals including those with SEND. For further information please refer to our anti-bullying policy.

18. Dealing with complaints

Refer to the school's Complaints Policy.