



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

This policy is for Barleyhurst Park School and Barleyhurst Park Nursery.

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### Content

1. Aims
2. Legislation and guidance
3. Definitions
4. Roles and responsibilities
5. SEND Information Report
6. Monitoring arrangements
7. Links with other policies and documents

#### 1. Aims.

Our SEND Policy and Information Report aims to:

Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND) and explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

#### 2. Legislation and guidance.

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCos) and the SEND information report.

#### 3. Definitions.

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

#### 4. Roles and responsibilities.

##### 4.1 The SENDCo.

The SENDCo will:

- Work with the Headteacher, SLT and SEND Governor to determine the strategic development of the SEND policy and provision in the school.



- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned.
- Work with the Headteacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date and kept securely.

## 4.2 The SEND Governor.

The SEND Governor will:

- Help to raise awareness of SEND issues at Governing Board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the Governing Board on this.
- Work with the Headteacher, SLT and SENDCo to determine the strategic development of the SEND policy and provision in the school.

## 4.3 The Headteacher.

The Headteacher will:

- Work with the SENDCo, SLT and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

## 4.4 Class teachers.

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.



## 5. SEND information report.

### 5.1 The kinds of Special Educational Needs and Disabilities that are provided for.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyscalculia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate or severe learning difficulties.

### 5.2 Identifying pupils with SEND and assessing their needs.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 5.3 Consulting and involving pupils and parents/carers:

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Parents'/carers' concerns are considered.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

The parents/carers will formally be notified when it is decided that a pupil will receive SEND support.

### 5.4 Assessing and reviewing pupils' progress towards outcomes.

At Barleyhurst Park Primary School we have adopted a whole-school approach to the SEND policy and practice. Pupils identified as having SEND are (as much as possible) fully



integrated into class. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of school life.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision. Early identification of a special educational need is essential for appropriate provision to be put into place.

The school uses appropriate screening and assessment tools, and ascertains pupil progress through:

- Informal assessment of the child's response to the curriculum.
- Their previous progress against the objectives specified in the English and Maths frameworks.
- Their performance against the National Curriculum, Pre-Key Stage Standards or the Engagement Model.
- Foundation Stage Profile.
- Children's work.
- The views of parents/carers and pupil's own views.
- Phonics Screening Test (Year 1 and Year 2).
- End of Key Stage 1 and 2 assessments.
- Concerns expressed by others, e.g. parents/carers and outside agencies.
- Observations of child's emotional and social behaviour.
- Attainment and Progress tracking programme.
- 'First Assess Communication Tool' (FACT).
- If required, FACT Plus.

The school follows the SEND Code of Practice 2014: 0 to 25 years' graduated response approach with regards to the identification, assessment and review of pupils with special educational needs.

The four key actions are:

· **Assess:** the class teacher and SENDCo should clearly analyse a pupil's needs before identifying a child as needing SEND support. This could be done through observation and using the FACT/FACT+ as guidance.

· **Plan:** parents/carers must be notified whenever it is decided that a pupil is to be provided with SEND support.

· **Do:** the class teacher should remain responsible for working with the child daily. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.

· **Review:** the effectiveness of the support should be reviewed in line with the agreed date.

Pupils receive a differentiated or personalised curriculum. Those who fail to make the expected progress are initially identified by class teachers who will liaise with the SENDCo and fill out the Milton Keynes FACT (First Assess Communication Tool). Results of this are



shared with the parents/carers and appropriate intervention/support is put in place. The results of the FACT will not stop any support from taking place, but it will be used as a guide.

The school has a system whereby any member of staff can raise concerns/issues with the class teacher, SENDCo or Headteacher about a child with a potential SEND or other barrier to learning.

We involve parents/carers and the young person in question as soon as we feel a pupil may have a barrier to learning.

In Barleyhurst Park Primary School, we use a range of assessment data e.g. relevant family/medical history, Foundation Stage Profiles, Pre-Key Stage Standards, Teacher Assessments, Screening Tests, End of Key Stage Tests, Phonics Screening Test, Engagement Model etc. A range of diagnostic tests are used as appropriate.

Pupils who fail to make expected progress based on accumulated evidence, and where appropriate use of intervention shows little improvement, are placed on the Special Educational Needs Register.

Parents/carers are consulted before this decision is made.

## 5.5 Supporting pupils moving between phases.

We will share information with the school the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this. In addition, all pupils have an induction session at their new school.

The SENDCo and class teacher also liaise with local preschools who may flag up concerns.

## 5.6 Our approach to teaching pupils with SEND.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- **STAMP:** An intervention program that extends the cognitive-behavioural approach to 5- to 7-year-old children with a diagnosis of Autism Spectrum Condition (ASC) . The programme uses games and activities that teach various skills and concepts.
- **Communication Cookbook:** An intervention focusing on the five essential 'ingredients' that support children's communication skills (4-6-year-old children).
- **Lego therapy:** A social development program which helps children with Autism Spectrum Condition and related social communication difficulties. The program is based on the highly structured, systematic and predictable nature of Lego play which makes it appealing to children with social communication difficulties who are particularly attracted to system.
- **Starving the anger gremlin:** A therapy that is designed to support children who have difficulties managing their emotions successfully, which aims to alleviate excessive verbal and physical behaviours.
- **Play dough therapy:** A therapy which uses 'play' to communicate, increase understanding, and resolves issues for individual children. There are many different types of play dough therapy. Some are child-centred (where the child directs the session) and some are directive and activity focused.



- School start: A program developing language and sound skills in Foundation Stage pupils.
- Numicon: An intervention that involves a multi-sensory approach to number representation, maximizing children's opportunities to blend action and imagery with their use of mathematical language and symbols.
- Starving the anxiety gremlin: Starving the anxiety gremlin is a therapy that is designed to support children who have difficulties managing their emotions successfully, which aims to calm high anxiety levels.
- TEACCH Approach: It is an approach which tries to respond to the needs of pupils with ASC, using the best available approaches and methods. Pupils use visual props to aid their independence when completing a task.

## 5.7 Adaptations to the curriculum and learning environment.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, recording devices etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using task plans etc.

## 5.8 Additional support for learning.

We have Teaching Assistants who are trained to deliver interventions. Most of the interventions are delivered by a HLTA (Higher Level Teaching Assistant and Level 3 Teaching Assistants. Level 2 Teaching Assistants will support pupils on a 1:1 basis according to their IEP, SEN Support Plans or EHC plans and will support pupils in small groups when a teacher deems it necessary.

We work with the following agencies to provide support for pupils with SEND:

- Inclusion and Intervention Team - Local Authority;
- Speech and Language Therapy (SALT) services;
- Physiotherapy and Occupational Therapy;
- Educational Psychology;
- Complex Needs Nurses.

We support the whole child at Barleyhurst Park Primary School. We offer our experience and expertise to support 'home life'. We recommend websites, charities and networks which may support the child and parents/carers. We also create resources which we believe may help a child at home.

## 5.9 Expertise and training of staff.

We have a team of 2 HLTAs, 10 TAs and 3 Nursery Nurses who all receive training on a regular basis.

## 5.10 Evaluating the effectiveness of SEND provision.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term via their IEP or SEN Support Plan;



- Reviewing the impact of interventions half termly;
- Data and IEP monitoring by the SENDCo;
- Holding annual reviews for pupils with EHC plans.

## 5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.

All our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs.

All pupils are encouraged to take part in sports day and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

We have a zero-tolerance approach to bullying.

## 5.12 Working with other agencies and Parents/Carers.

The school can request support and advice from outside agencies for any child that a class teacher is concerned about. Parents/carers are always informed of involvement with outside agencies as parental consent is required.

The following outside agencies may be involved:

- If required, the Inclusion and Intervention Team become involved to offer advice, resources, or to support teachers and teaching assistants in relevant training associated with the individual's need. For children with a SEN Support Plan or an EHCP, the Inclusion and Intervention Team are called upon at various points to offer advice and support.
- Speech and Language Therapy Services provide support to children with speech, language or communication difficulties. They can be contacted by the SENDCo if needed, to discuss possible interventions and support. Children who attend the nursery class are required to attend drop-in clinics at Milton Keynes Hospital with parents/carers.
- Physiotherapy and Occupational Therapy are provided by Health Services when supported by an EHCP. Parents can request assessments through their GP.
- The Educational Psychology Team offer an hour online consultation free of charge, or they can be bought in as and when needed, at a cost of £540 per day. However, if school requests an EHCP for a child, they will become involved as part of the process.
- Parent and School Partnership (MK SENDIAS).
- Milton Keynes Mental Health Team.
- The Complex Nursing Team.

Barleyhurst Park Primary School firmly believes in developing a strong partnership with parents/carers and that this will enable children with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

## 5.13 Complaints about SEND provision.

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.



The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

## **6. Monitoring arrangements**

This policy and information report will be reviewed annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan.
- Behaviour.
- Equality information and objectives.
- Supporting pupils with medical conditions.