Bishopton Primary School

Special Educational Needs and Disability (SEND) Policy

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Next Review: February 2027

SENDCo: Mrs R. Nero

SEND Governor: Mrs S. Smith

1. Introduction

Bishopton Primary School is committed to providing an inclusive, ambitious, and nurturing environment for all pupils. This SEND Policy sets out how the school identifies, assesses, and supports pupils with Special Educational Needs and/or Disabilities (SEND) in line with:

- The SEND Code of Practice (0–25, updated 2024)
- Children and Families Act (2014)
- Equality Act (2010)
- Working Together to Improve School Attendance (2024)
- Behaviour in Schools Guidance (February 2024)
- Warwickshire SEND Local Offer
- Coventry Local Offer where cross-border services apply

We believe every child is entitled to a high-quality education that enables them to make excellent academic, social, and emotional progress.

2. Vision and Aims

Our SEND vision is rooted in inclusion, equity, and aspiration. We aim to:

- Identify SEND **early and accurately**.
- Remove barriers to learning through **adaptive teaching** and **evidence-based intervention**.
- Work collaboratively with pupils, parents, and external specialists.
- Celebrate strengths, interests, and talents.
- Promote independence, resilience, and confidence.
- Ensure smooth, well-planned transitions at every stage of education.

Bishopton Primary School is a **Communication Friendly Environment**, promoting clear structure, visual supports, and consistent language across the school.

3. Definition of SEND

A child has SEND if they have a learning difficulty or disability requiring **special educational provision that is different from or additional to** that normally available to pupils of the same age.

3.1 Four Areas of Need *(see Appendix 1 for more detail)*

1. Communication & Interaction
2. Cognition & Learning
3. Social, Emotional & Mental Health (SEMH)
4. Sensory &/or Physical Needs

As part of the records that we keep and manage for our SEN pupils, we recognise that individual pupils' needs may be overlapping and may change over time.

4. Identification of SEND

We use an early-identification model based on staff expertise, assessment, observation, data, attendance patterns, behaviour information, and parent insight.

4.1 Early Identification Procedures

- Teacher raises concern through classroom observations or progress data.
- Initial adaptations are implemented (quality-first teaching).
- If concerns persist, a **SEN Concern Submission Form** is completed that goes directly to the SENDCo. This form ensures that staff can:
    1) Clearly and concisely share any concerns they have regarding a pupil in their class
    2) Detail the time frame of their concerns
    3) Detail what has already been tried to support this pupil within the classroom environment as part of the quality first teaching provided for children at Bishopton (forms part of the graduated response)
    4) Detail what the impact has been of what they have tried
    5) Share any other relevant details or observations
    6) Share What do you envisage the next steps to be for this pupil as part of Bishopton's SEN graduated response? *e.g. SENDCo observation, outside agency, meeting with parents?*

Following on from the completion of this online form:

- The SENDCo decides the next appropriate course of action to support the pupil.
- Parents are involved at the earliest stage if this has not already happened previously as part of the class teacher raising concerns with the SENDCo.

4.2 Identification must not be based solely on

- English as an Additional Language
- Social background
- Medical condition without impact on learning
- Behaviour alone
- Attendance alone

5. The Graduated Approach (Assess, Plan, Do, Review)

At Bishopton, SEND Support is founded on the statutory graduated approach, which ensures that pupils' needs are identified, understood and responded to through a clear, cyclical process. This approach promotes early identification, high-quality, personalised provision and continuous reflection on effectiveness. Staff work collaboratively with pupils, parents and relevant professionals to assess needs, plan targeted support, implement agreed strategies and review progress on a regular basis. This structured cycle enables us to adapt provision responsively, ensuring that support remains appropriate, evidence-based and aligned with each pupil's developing profile.

The statutory assess, plan, do , review cycle underpins SEND Support at Bishopton

5.1 Assess

- Analysis of strengths and barriers
- Pupil and parent voice
- Observations, data, work scrutiny
- External advice where appropriate

5.2 Plan

- SMART targets agreed
- Strategies and provision identified
- Plan recorded via IEP

5.3 Do

- Class teacher remains responsible for progress
- Interventions delivered as planned
- In-class support aligned with teacher instruction

5.4 Review

- Termly review meetings with parents
- Outcomes evaluated
- Adjustments made for the next cycle

6. Bishopton's SEND Provision

Bishopton's SEND provision follows a graduated approach designed to ensure that every pupil receives the right level of support at the right time. We begin with high-quality, universal classroom teaching that incorporates adaptive strategies to meet the needs of the majority of learners. For pupils who require additional help, we provide targeted interventions that offer more focused support in small groups or specific skill areas. Where needs are more complex or persistent, specialist provision is accessed through collaboration with external professionals and agencies. This layered model allows support to increase in intensity and specificity, ensuring that provision is responsive, flexible and aligned with each pupil's individual needs.

6.1 Universal: Quality First Teaching – this list is not exhaustive of the provision we offer

See Appendix 2 for visuals to support this aspect of the policy.

- Adaptive teaching methods
- Visual supports
- Chunked instructions
- Scaffolding and modelling
- Pre-teaching / over-learning
- Supportive routines
- Access to pastoral systems

6.2 Targeted Provision

- Small group speech and language programmes
- Literacy intervention (e.g., precision teaching)
- Maths recovery groups
- Social skills groups
- Emotional literacy support
- Motor skills programmes

6.3 Specialist Provision

May involve referrals to:

- Educational Psychology
- Speech & Language Therapy
- Occupational Therapy
- RISE (CAMHS)
- SEND Supported (Warwickshire)
- Specialist teachers for Autism Spectrum Condition, hearing impairments, visual impairments and physical disabilities

7. EHCPs (Education, Health & Care Plans)

Where pupils require long-term, high-level support that exceeds ordinarily available provision, we may request an **EHCP Needs Assessment**. This may be noted as the acronym EHCPNA in some communication with the Local Authority.

An Education, Health and Care Plan (EHCP) is a statutory document for children and young people aged 0–25 whose special educational needs require provision that is additional to, or different from, what is ordinarily available within a mainstream school. An EHCP sets out the child's strengths, needs, and the specific educational, health, and social care provision required to support progress and long-term outcomes.

See Appendix 3

When the school may request an EHC Needs Assessment

The school may ask the local authority to undertake an EHC Needs Assessment when:

- Despite high-quality teaching and sustained SEN Support, the child is not making expected progress academically, socially, emotionally, or in communication and interaction.
- The level of provision required is significantly beyond what the school can provide through its delegated resources, staffing structures, and ordinarily available support.
- The child presents with complex, long-term or overlapping needs that require coordinated involvement from multiple external agencies.
- Specialist intervention, therapy, or equipment is needed that cannot be reasonably delivered within the school's standard offer.
- Evidence shows persistent barriers to learning, even with adapted teaching, targeted interventions, and specialist advice.
- External professionals recommend considering an EHCP, based on the severity or complexity of need.
- Parents/carers or the child express concerns that the current level of support is insufficient, and this is supported by school monitoring and evidence.

The decision is always based on a substantial body of evidence showing the child's needs, the support provided, and the impact of that support over time.

What the EHC Needs Assessment process involves

For Families

- Sharing views and aspirations: Parents/carers contribute detailed information about their child's development, strengths, and needs at the start of the process.
- Providing written input: Families are invited to submit their views for inclusion in the assessment and eventual plan.
- Receiving regular updates: Parents/carers are kept informed as professional assessments are completed.
- Reviewing the draft EHCP: Families have the opportunity to review and comment on a draft plan before it is finalised.
- Accessing support: Parents/carers may choose to involve an advocate or support service during the assessment process.

For the School

- Submitting evidence: The school provides:
  - Assess, plan, do, review cycles
  - Provision maps and intervention records
  - Progress and attainment data
  - Reports from external specialists already involved
  - Evidence of adjustments and their effectiveness
- Coordinating with professionals: The school works with educational psychologists and other specialists commissioned by the local authority.
- Maintaining communication with the family: Staff support parents/carers to understand each stage of the process.
- Contributing to the proposed provision: The school outlines current support and identifies additional provision it believes is necessary.
- Implementing the plan: If an EHCP is issued, the school works with the local authority, the family, and professionals to deliver the required provision and participates in statutory annual reviews.

For children with an existing EHCP, the school ensures that Annual Reviews are completed within the statutory timeframes set by the local authority and national guidance.

Timeline for EHCP process

Stage	Deadline	What this means
Decision to assess	By week 6	LA decides whether to begin the process
Professional reports (incl. EP)	Within 6 weeks of being asked	All advice gathered for assessment
LA decision to issue plan	By week 16	You're told whether an EHCP will be written
Draft EHCP	Typically, week 14–16	You comment + choose school
Final EHCP	**By week 20**	Legally binding plan issued

8. Working in Partnership with Parents

Strong, trusting relationships with parents and carers are central to effective SEND practice. We recognise that families know their children best and that meaningful collaboration leads to better outcomes, stronger engagement and more personalised provision. Our approach is grounded in open communication, shared decision-making and a commitment to ensuring parents feel informed, valued and supported at every stage of the SEND process. We work in partnership with families to understand their child's strengths and needs, to plan appropriate provision, and to ensure consistency between home and school. Through a transparent and inclusive process, we aim to empower parents as equal partners in their child's educational journey.

We ensure:

- Transparency throughout the SEND process
- Termly SEND review meetings
- Shared target-setting
- Practical advice for support at home
- Access to SENDIAS and Local Offer information

Parents are welcome to arrange a meeting with the SENDCo at a mutually convenient time if they would like further discussion or support.

9. Pupil Voice

Pupil participation is central to our approach to SEND. We believe that children are experts in their own experiences and that their views, preferences and aspirations should meaningfully shape the support they receive. We are committed to ensuring that pupils with SEND are listened to, respected and actively involved in decisions about their learning, wellbeing and provision. Staff use a range of accessible, developmentally appropriate methods to ensure that every pupil—regardless of communication style or need—has the opportunity to share their voice, influence their targets and contribute to reviews of their support.

We gather input through:

- Review meetings
- Conversations and pupil interviews
- Play-based or symbol-supported methods for younger pupils

10. Transitions

Effective transition is essential to ensuring continuity of support and a positive educational experience for pupils with SEND. Transitions can be times of increased vulnerability, and the school is committed to providing carefully planned, individualised support to help pupils move confidently between settings and stages of their education. Our approach emphasises early information-sharing, collaboration with families and professionals, and the use of personalised strategies that promote familiarity, reduce anxiety, and ensure that each child's needs are clearly understood. The measures outlined below describe how we support pupils during key transition points, including entry into EYFS, movement between year groups, and transfer to secondary school.

10.1 Transitioning into EYFS

- Inviting children (and parents, where helpful) to spend time in the EYFS environment before entry, allowing them to explore resources and meet staff in a low-pressure way.
- Nursery/SENDCo liaison
- Home visits

Staggered or Flexible Start Options

For some pupils starting in Reception, it may be necessary to provide a personalised settling-in schedule including:

- shorter initial sessions
- later start times
- a gradual increase in time spent in the setting

Multi-Agency Information Sharing

When children are expected to start school at Bishopton in Reception, where appropriate, the SENDCo will liaise with:

- Portage
- SALT
- Health visitors
- Early help teams to build a full understanding of the child's profile before they start school.

10.2 Transitions within school

- Pupils visit their new classroom to experience routines, seating arrangements and layout.
- Short, informal meet-and-greet opportunities where pupils spend time with their new teacher or support staff before the end of term.
- Detailed handover documents as children transition into next year group.
- Additional familiarisation visits.
- Transition booklets to support pupils entering a new area of school and working with new staff.
- Opportunities for parents to meet the new class teacher helping ensure consistency between home and school.
- Increasing the length of time spent with the new teacher or in the new room across several weeks for pupils who find change particularly difficult.

10.3 Transitioning to Secondary School

- Information shared between the SENDCo at Bishopton and the receiving school's SENDCo.
- Extra transition visits planned for those pupils who require this.
- Meetings with current class teacher and year 7 liaison staff member to share all information.

11. Attendance, Behaviour & Safeguarding

We recognise that attendance, behaviour and safeguarding are closely interconnected, particularly for pupils with SEND. We aim to create an environment where all pupils feel safe, understood and supported so that they can fully engage in school life. For pupils with additional needs, difficulties in these areas may be early indicators of unmet needs or emerging barriers to learning. As part of our inclusive approach, we work closely with families and relevant professionals to identify concerns promptly, put appropriate support in place and ensure that pupils' wellbeing remains at the centre of our practice. Our systems for monitoring attendance, behaviour and safeguarding are aligned, enabling the school to respond swiftly and effectively to individual needs and circumstances.

For pupils with SEND:

- Barriers explored early
- Personalised adjustments considered
- Pastoral and wellbeing support prioritised

11.2 Behaviour

Our approach to behaviour at Bishopton is founded on understanding the underlying needs that behaviour may communicate, ensuring responses are thoughtful, supportive and appropriate. For many pupils with SEND, behaviours that challenge may signal underlying difficulties such as emotional dysregulation, communication differences, sensory overload, or unmet needs. Staff are trained to look beyond the behaviour itself to understand its function and the barriers a child may be experiencing. This approach ensures that responses are supportive rather than punitive, and that interventions focus on helping the pupil feel safe, understood and able to engage in learning. In line with the Equality Act 2010, reasonable adjustments are made to ensure that pupils with SEND are not disadvantaged and that their needs are taken into account when planning support, expectations and responses.

Staff consider:

- Emotional regulation
- Communication differences
- Unmet needs

Reasonable adjustments are made in line with the Equality Act.

11.3 Safeguarding

Pupils with SEND may be at increased risk of safeguarding concerns due to factors such as communication challenges, difficulties in understanding boundaries, increased reliance on adults, or challenges in recognising unsafe situations. As a result, the school places a strong emphasis on ensuring that safeguarding practices are sensitive to the specific needs and vulnerabilities of children with SEND. The SENDCo and Designated Safeguarding Lead (DSL) work closely together to monitor concerns, share information, and ensure that appropriate support is put in place promptly. This collaborative approach ensures that early signs of worry are recognised and acted upon, that reasonable adjustments are made as needed, and that pupils with SEND are supported to express their views, feelings and wishes in ways that are understood and respected. Safeguarding remains everyone's responsibility, and staff are trained to recognise how a child's additional needs may affect their safety and wellbeing.

12. Staff Training

Bishopton staff are committed to developing and maintaining a highly skilled workforce that is confident in meeting the diverse needs of pupils with SEND. Ongoing professional development ensures that staff are equipped with current knowledge, practical strategies and a strong understanding of inclusive practice. Training is responsive to the needs of the school community and is updated regularly to reflect emerging research, pupil profiles and national guidance. Through high-quality CPD, staff are supported to create accessible learning environments, understand underlying needs, and implement approaches that enable all pupils to thrive academically, socially and emotionally.

Staff receive ongoing CPD in areas such as:

- Autism
- Dyslexia
- SEMH & trauma-informed approaches
- ADHD support and executive function
- Sensory needs
- Communication strategies
- Inclusive classroom practice

13. Monitoring and Evaluation

The school is committed to ensuring that the provision for pupils with SEND is effective, evidence-based and continually improving. Monitoring and evaluation are integral to maintaining high standards of inclusive practice and ensuring that pupils receive the support they need to make progress. The SENDCo plays a key role in overseeing the quality and impact of SEND provision across the school. This involves routinely reviewing pupil outcomes, analysing the effectiveness of interventions, ensuring that provision is appropriately matched to need, and checking that resources and funding are being used efficiently and in line with statutory expectations. Through this ongoing cycle of monitoring, evaluation and review, the school aims to secure positive outcomes for all pupils with SEND and to identify any areas where provision can be strengthened.

The SENDCo monitors:

- Pupil progress
- Impact of interventions
- Quality of provision
- Use of funding (including notional SEND funding)

14. Accessibility

We are committed to ensuring that our school is accessible, inclusive, and welcoming to all pupils, staff, parents, and visitors. In line with the Equality Act 2010, we actively work to remove barriers to learning and participation so that every child can access a full, rich, and ambitious curriculum. Our Accessibility Plan sets out the actions we take to continually improve access for pupils with disabilities or additional needs. This includes measures to:

- Improve physical access to the school environment
- Improve curriculum access so all pupils can fully engage in learning
- Improve written communication to ensure information is available in formats that meet individual needs

These commitments ensure that accessibility remains an integral and ongoing part of our school development and inclusive practice.

15. Complaints

We are committed to working in partnership with families and aim to resolve concerns or questions about SEND provision promptly and collaboratively. Most issues can be addressed effectively through open communication with the class teacher or SENDCo. However, if parents or carers feel that a concern regarding their child's SEND support has not been fully resolved, the school has a clear procedure to ensure matters are considered fairly and transparently. The following steps outline the process for raising and escalating a complaint related to SEND:

Following initial discussion with the class teacher:

1. Contact the SENDCo
2. Contact the Headteacher
3. Contact the SEND Governor
4. Use the school Complaints Policy
5. Access SENDIAS where necessary

Appendix 1

The SEND Code of Practice (0–25 years) identifies four broad areas of special educational need that help schools to plan, implement and review appropriate provision for children and young people. These categories are intended to provide an overview of needs rather than to fit pupils into rigid groups, recognising that many children may have needs across more than one area and that these can change over time. They support schools in understanding the nature of a child's barriers to learning so that the right adjustments, interventions and strategies can be put in place.

Communication and interaction

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

- Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

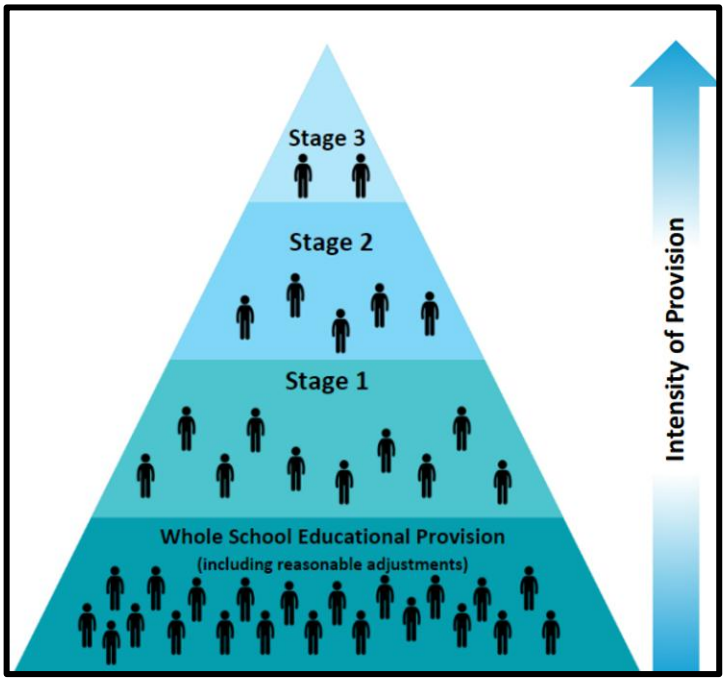
Sensory and/or physical needs

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or facilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf-blind children and young people is available through the Social Care for Deaf-blind Children and Adults guidance published by the Department of Health.

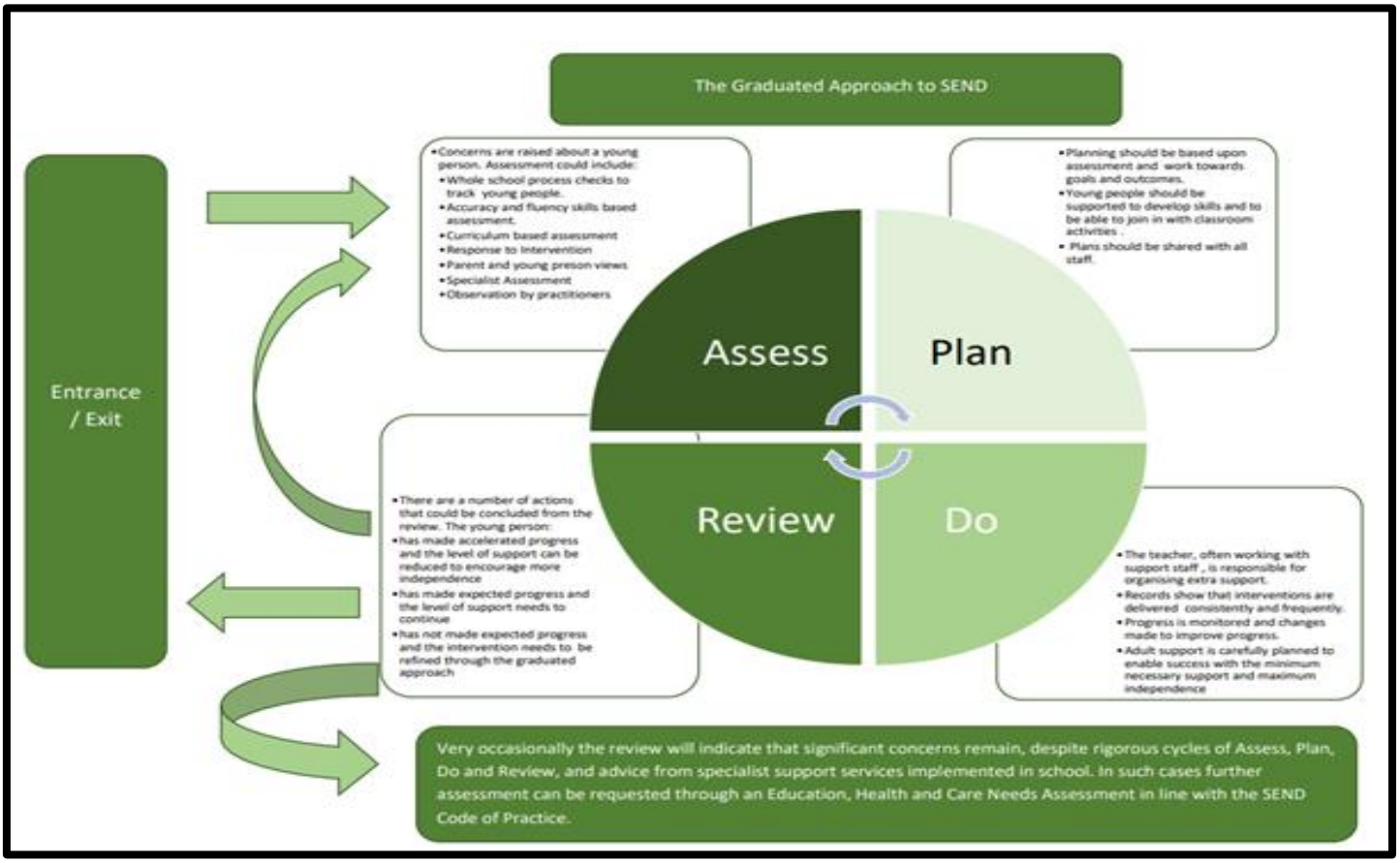
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 2 – Visuals to Support the Graduated Approach

Graduated Response Model of Provision:



Access, Plan, Do, Review cycle



Appendix 3

Step 1 – Initial Concern
Parent/carer and/or teachers raise concerns about pupil. Concerns are discussed between parents or carers and the class teacher. A reasonable adjustment may be put in place and then reviewed after 6 – 12 weeks. A referral may be made to the SENDCo/Pastoral Team.

Step 2 – Universal Provision - Quality First Teaching
The class teacher adapts work and/or re-organises classroom support to help your child to make better progress. This is called a reasonable adjustment. This may also include some short-term, specific interventions in a small group. There may be a one-off assessment by the SENDCo or an external agency e.g Speech and Language Therapy.

Step 3 – Targeted Support
There is a decision between school and home that intervention is going to be required for longer. This may be through targeted interventions designed to support your child's specific needs in small groups or occasionally individual support. There may be referrals to external agencies such as SEND Supported, Educational Psychologist, Occupational Therapy or SEMH support. Interventions will be monitored by the class teacher and the SENDCo. At this stage a pupil profile will be established and your child will be placed on the SEND register. If the adjustments are successful then your child may be removed from the SEND register as their needs can be met by universal provision.

Step 4 – Education and Health Care Plan (EHCP)
If your child is not making progress at targeted support, and is requiring a high level of support in the classroom, then parents/ carers and school may gather the evidence required for an EHCP application. The evidence required is Educational Psychology involvement and three terms of evidence of support. School must be able to prove that the pupil has needs which are significantly greater than other learners the same age, and these will be long term and into adulthood, and that the pupil will require significant, continuing additional support to promote emotional well-being, social inclusion and develop life and independence skills. The pupil will have moderate to severe difficulties in all four areas of need, which have a significant, combined impact upon their ability to access, and make progress within, the curriculum. An EHC Plan is reviewed annually and needs and provision are reviewed.