Bushfield Road Infant School

SEND Policy

Supporting children with special educational needs and disabilities

Valid until Autumn 2026

This policy will be reviewed annually, each autumn term, or earlier in the event of any updates.

Updates will be brought to the attention of all staff and governors at the earliest opportunity.

BUSHFIELD ROAD INFANT SCHOOL

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SCHOOL ADDRESS:	BUSHFIELD ROAD SCUNTHORPE N. LINCOLNSHIRE DN16 1NA
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S.E.N/D CO-ORDINATOR:	MRS T BASS
S.E.N/D ASSISTANT:	MRS K TURNBULL
S.E.N/D GOVERNOR:	MRS D JAMES

SEND POLICY

INTRODUCTION

Occasionally, some children experience greater difficulties in aspects of their learning than others. They may be identified as having a Special Educational Need. In line with the 0-25 SEND Code of Practice, September 2014, these children will receive additional support which is targeted to meet their individual needs.
(The SEND Code of Practice 2014 defines a child as having Special Educational Needs if they have, 'a significantly greater difficulty in learning than the majority of others of the same age' or 'has 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 school.')

The school provides a broad and balanced curriculum for all children, regardless of disability or learning difficulty. Teachers take account of individual needs and requirements, and make provision, where necessary, to support individuals or groups of children to ensure effective participation in curriculum and assessment activities. Children may have special educational needs either throughout, or at any time during their school career. The SEND policy ensures that curriculum planning and assessment of children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

AIMS AND OBJECTIVES

We aim to develop each child to their full potential, providing a structured programme of learning or differentiated activities based on first hand experiences. Early identification of need and early intervention to support them is crucial, and at Bushfield Infant School we are wholly committed to the principles underpinning the new Code of Practice which include, 'The participation of children and parents in decision making, collaboration between Education, Health and Social Care services to provide support, high quality provision to meet the needs of children with SEN/D, and a focus on inclusive practice and removing barriers to learning'.

We aim to:

- to create a secure environment that meets the needs of each child;
- to ensure that the special educational needs of children are identified, assessed, reviewed and provided for irrespective of race, gender or special need;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to provide relevant training, coaching and development for staff;

- to enable all children to have full and equal access to all elements of the school's creative curriculum;
- to review needs and provision for budgeting, planning and resourcing for SEND.

EDUCATIONAL INCLUSION

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

At the heart of the SEND reforms are the children and their families. At Bushfield Infants we are committed to keeping parents/carers informed about the support being offered and the progress being made through regular reviews. The school is also able to access a range of support agencies provided by the Local Authority and National Health Service to help meet specific needs.

Admission Arrangements for pupils with SEND
Special Educational Needs/ Disability.

Admission arrangements are the same for all children. All records, are transferred as appropriate and if any special induction procedures are found to be necessary, suitable arrangements will be made with the Head Teacher/SENDCo

SEND SPECIALISMS/PROVISION/ADAPTATION

The school has no SEND specialisms, provision or adaptation. We ensure appropriate provision is made for all children with Special Educational Needs/Disabilities

ACCESS TO BUILDINGS

The school is a single level building and single level outside area with single steps or ramps at entrances.

FACILITIES AVAILABLE

The school has a ramp, 2 disabled toilets , a wash / shower room, wide doors, wide corridors, and a low work station at the front entrance.

SPECIAL EDUCATIONAL NEEDS

Children with special educational needs may have a range of difficulties that call for extra support or special provision to be made. All children could have special needs at some time in their lives and may need extra help and support to enable them to achieve to the best of their ability. SEN/D can refer to a wide range of significant difficulties and is categorised into the following four headings:

- Communication and Interaction e.g. speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD), Asperger's Syndrome.
- Cognition and Learning e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
- Social, Emotional and Mental Health difficulties (SEMH) e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorders.
- Sensory and/or Physical needs e.g. vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), Cerebral Palsy (CP).

SEND support will take the form of a four part graduated approach through which decisions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes (APDR):

1. Assess
2. Plan
3. Do
4. Review

1. Assess -In identifying a child as needing SEN/D support, the class teacher will have carried out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment and behaviour. The individual's development in comparison to their peers and national data is monitored. The views and experience of parents, the pupil's own views and, if relevant, advice from external support services are taken into account. This assessment will be reviewed regularly to help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. The SENDCo may assess a child's needs using tests such as the BPVS, or seek outside agencies and professionals to assess a child with other tests for which they are trained to complete. These may provide further information as to specific needs.

2. Plan - Where it is decided to provide a pupil with SEN/D support, and following a cycle on a 'Cause for Concern', the parents will be involved in the process of placing the child on the SEN/D register. The teacher and the SENDCo will discuss the adjustments, interventions and support that can be put in place, as well as the expected impact on progress, development or behaviour, along with a date for review. An Individual Learning Plan will then be written and agreed with parents, which will usually take place once a term.

3. Do - The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses.

4. Review - The effectiveness of the support and interventions and their impact on pupil progress will be reviewed in line with the agreed date, which will be at least once a term. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of pupil needs. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

THE GRADUATED APPROACH

Quality first teaching – Stage 1 of the graduated approach

All pupils have access to quality first teaching. This is high quality teaching that uses a variety of strategies and differentiation to ensure all pupils can access the learning. Sometimes, even with quality first teaching, children can struggle to make progress or may show other needs such as difficulty in regulating emotions. If this is the case, children may need to move to Stage 2 of the graduated approach to receive some further support.

Individual Learning Plans – Stage 2 of the graduated approach

Once a child is in receipt of SEN/D support, the cycle of assess, plan, do, review will continue through an Individual Learning Plan and daily assessment and monitoring from the class teacher.

An individual Learning Plan includes SMART outcomes and an outline of the specific provision that a child requires and will receive that term. They also include pupil and parent views. Individual Learning Plan reviews will be carried out termly and will involve staff and parents. Interim review discussions will take place during parent's evenings or drop in afternoons, and a further review meeting or conversation will be offered at the end of each term. The outcome of the review will determine the next course of action. A copy of the child's Individual Learning Plan will be given to the parents and the targets discussed with the child.

Involvement of outside agencies and specialists – Stage 3 of the graduated approach

If a child needs more specialist support from external agencies e.g. Speech and Language Therapy or the Educational Psychologist, the SENDCo will discuss this with parents and obtain permission to liaise with the appropriate services. The appropriate referral forms will be completed and once in receipt of external support, a child is moved onto Stage 3 of the graduated approach.

Educational, Health and Care Plans (EHCPs) – Stage 4 and 5 of the graduated approach

If after considerable advice and support the conclusion is reached that the pupil's needs remain substantial and cannot be effectively met within the resources normally available to school. The school may therefore request an assessment for an Education, Health and Care Plan (EHCP).

Where a request for a statutory assessment is made by the school, the child will have demonstrated significant cause for concern. The local authority will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.
The school will be required to state clearly the reason for the referral and provide a range of evidence and information including:

- Recorded views of the parents and children on the earlier stages of the assessment and any intervention and support to date.
- Evidence of health checks, e.g. any information on medical advice to school * If appropriate any Children's Services involvement
- Individual Learning Plans
- The views and evidence of involvement from the relevant support agencies

The assessment process will: focus on the child; enable the child and their parents to express their views and feelings and be at the centre of the decision making; highlight child's strengths and capabilities; tailor support to individual needs; bring together

relevant professionals and deliver an outcomes focused and coordinated plan for the child and their parents.

All decisions about the content of the EHCP will be made openly and collaboratively with parents and children. The plans will include how services will be coordinated, provision allocated and show clear outcomes expected from this additional support. Outcomes are defined as the benefit or difference made to an individual as a result of an intervention. They should be personal and not expressed from a service perspective. It will describe what the expected benefit will be to the individual as a result of the intervention provided.

All the above information will be collated and sent to the Local Authority together with the appropriate referral for an Education, Health and Care Needs Assessment Form. Whilst the assessment is in hand, the child will continue to receive the support already provided under the previous stage. Parents should be informed that there is a Named Person who will give them independent advice and information.

If an EHCP application is successful, the pupil will receive top-up funding to support their individual needs. This funding may enable a range of interventions, training, specialist support, group activities and/or some 1:1 support from a Specialist Teacher or in-class Teaching Assistant. The effectiveness of the Education, Health and Care Plan and the associated funding would be judged by the achievement of outcomes at an annual review.

Everyone involved with the education of the child with an Education, Health and Care Plan will be invited by the SENDCo to attend the Annual Review meeting. The targets for the past 12 months will be reviewed and assessed, any new concerns expressed, the views of the parents and others noted and discussed. New targets for the next 12 months will be set up. The SENDCo will complete the appropriate Annual Review Form and send copies to all the relevant people once the completed draft is released on the EHC Hub.

DISABILITY

The definition of disability under the Equality Act 2010 is '…a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than may be expected: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or

young person requires special educational provision they will also be covered by the SEN definition.

To ensure all children can access the physical environment we ensure/provide a range of environmental adaptations: disabled toilets, a wash / shower room, wide doors, wide corridors, one-level building and outside area, and a low work station at the front entrance.

THE ROLE OF THE SENDCo

The Special Educational Needs Co-ordinator (SENDCo):

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's needs;
- supports and advises colleagues;
- maintains the school's SEND record;
- identifies pupil's needs, in liaison with parents, teachers and relevant outside agencies, and implements EHC Needs Assessment as appropriate;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs and disability;
- liaises with class teachers, TAs and other agencies to set targets on APDR learning plans and class provision maps
- contributes to the In Service training of school staff.
- co-ordinates SEND review meetings for parents termly or more regularly if appropriate.

THE ROLE OF THE SEN/D GOVERNOR

- To meet with the SENDCo termly.
- To have a good overview of SEN/D at Bushfield Road Infant School and how the systems and procedures work.
- To challenge the SENDCo in a professional and supportive manner.
- To compile a report which is presented to all Governors at the Full Governing Body meeting.

The named governor responsible for SEND is Mrs. D. James.

THE ROLE OF THE TEACHER

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

APDR learning plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs record have an APDR learning plan. Parents share targets set and sign to acknowledge receipt of a copy of the new targets.

To maximise learning and encourage pupils to actively participate, the children work in small groups, or in a one-to-one situation for short daily sessions or weekly sessions either in or outside the classroom as appropriate.

Teachers are responsible for the four stages (assess, plan, do, review) of action with the support and guidance of the SENDCo and specialist staff.

Our teachers will:

- focus on outcomes for every child and the outcome wanted from any SEN/D support.
- be responsible for meeting special educational needs under the guidance of the SENDCo and Head teacher.
- have high aspirations for every child setting clear progress targets; and
- involve parents and the child in planning and reviewing progress: sharing information, seeking their views and providing regular updates on progress.

LEARNING SUPPORT/TEACHING ASSISTANTS

Teaching assistants are part of our whole school approach to SEN/D, working in partnership with the classroom teacher and the SENDCo. We deploy our teaching assistants depending on their strengths, level of experience and rapport with individuals when a 1:1.

Our TAs are most effective when the support they give is focused on the achievement of specific outcomes. TAs can be part of a package of support for the individual child but are never a substitute for the teacher's involvement with that child.

PARTNERSHIP WITH PARENTS

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution and share their views on the SEND provision in place to support their child's education.

Following initial enquiries and concerns raised by parents, class teachers will be aware of the policy of the school and follow procedures as a result of these. Concerns or queries which the teacher does not have the expertise or the information to answer, should be directed to the Head teacher or the SENDCo, who will have the documentation, records and information e.g. SEN/D record, allocation of resources, the Education, Health and Care Plan. The parent may need to be directed to a member of the Local Authority in the SEN/D department.

Parental partnership is a vital and statutory requirement. We value the partnership of home and school working together with equal commitment towards the same end, and recognise that our pupils will benefit more fully from the opportunities that we offer with this alliance. Parents are encouraged to be fully involved in all aspects of their child's education and all parents of a child with SEN/D will be offered a SEN/D meeting once a term. Where possible, this will be an informal meeting at school, but can be done in a variety of other ways including at parents' consultation evenings, at open evenings/afternoons, on the telephone, email or via letter. Parents receive a copy of their child's individual targets after each termly review.

A named governor takes a special interest in special needs and is always willing to talk to parents.

ALLOCATION OF RESOURCES

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs/Education Health & Care plans.

The Head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

Joint commissioning arrangements include securing EHC needs assessments, agreeing personal budgets and securing the education, health and care provision specified in EHC Plans. The Local Authority has published a Local offer setting out information about the provision they expect to be available and offers clear, comprehensive and up-to-date information about the available provision and how to access it. The school also has a school offer published on its website.

TRANSITION BETWEEN EDUCATIONAL PLACEMENTS ARRANGEMENTS INCLUDE:

- Liaison with the on-site nursery to meet the pupils and staff
- Home visits or visits to an off-site nursery to meet the pupil and their familiar environment
- Liaison with future placements by invitation to Year 2 Annual Reviews and SEN/D meetings
- All SEN/D Information passed on to future placements
- Parental visits
- Transition days and extra planned transition days for pupils with SEN/D with our Learning Mentor
- Invitation for pupils and parents to attend nurture group sessions (Owlets) at our local Junior School (OJAB)
- Discussion with outside agency specialists regarding pupils with special educational needs transferring to or from us

When necessary, we draw on the expertise of colleagues in specialist provisions / schools.

PUBLISHING INFORMATION: SEND INFORMATION REPORT

In line with the requirements set out in the Code of Practice (DfES 2014) the school publishes information on the school website. This information is updated annually and it is written by the SENDCo.

MONITORING AND EVALUATION

The SENDCo monitors the movement of children within the SEND system in school. The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENDCo is involved in supporting teachers involved in drawing up Individual APDR learning plans for children. The SENDCo and the Head teacher hold regular meetings to review the work of the school in this area. The SENDCo and the named governor with responsibility for special needs also hold termly meetings.

The school and governing body review this policy annually and consider any amendments in light of the annual review findings. Class provision maps which identifies support available are also reviewed termly. The SENDCo and governor responsible for SEND reports the outcome of the review to the full governing body.

LEGISLATIVE REQUIREMENTS

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies.
This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Teachers Standards 2012
- Education Acts 1996, 2002 & 2011
- SEND Code of Practice 0 – 25 June 2015
- SEN & Disability Regulations 2014
- Part 3 of the Children and Families Act 2014
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, December 2015

SUPPORT

The North Lincolnshire local offer:- https://localoffer.northlincs.gov.uk/
provides information on the support and provision available locally for children and young people with special educational needs and/or disabilities. It is co-produced with:

- North Lincolnshire Council
- North Lincolnshire Clinical Commissioning Group (CCG)
- The North Lincs PIP Parent Forum, and
- The Youth Council

Policy reviewed and amended by staff: September 2025

Amended Policy approved by Governors: October 2025

Policy to be reviewed: September 2026

SUITABILITY & DISABILITY ACTION PLAN

AIMS:

- To ensure that disabled pupils/pupils with special needs can participate fully in the school community and curriculum.
- To ensure that the physical environment of the school takes into account the needs of pupils, staff, parents and visitors.

TARGETS	STRATEGIES	OUTCOME	TIMESCALE	GOALS ACHIEVED
To ensure that all areas within school are free from obstructions, enabling good access and unobstructed movement around the school for all.	All staff and caretaker to be proactive in ensuring good, clear accessibility in and around the school.	Accessibility is effective and free from obstructions.	Ongoing	All staff aware of target. All pupils and adults have unobstructed movement in and around the school.
To liaise with pre-school settings to review potential intake for September 2025/2026	Identify pupils who may need additional to/ different provision to enable compliance with the Equality Act.	Children identified early and action taken to ensure good accessibility. Audits completed if appropriate to identify any modifications/ adaptations.	July- 2025	Equipment, modifications, procedures set in place.
To ensure disabled parents have every opportunity to be involved in the school community.	Utilise disabled parking spaces for disabled parents to drop off and collect children as appropriate.	Disabled car parking spaces used to help those with disabilities.	Ongoing	Parents/Grandparents involved in the school community.

TARGETS	STRATEGIES	OUTCOME	TIMESCALE	GOALS ACHIEVED
To establish and maintain close liaison with outside agencies as appropriate for pupils with ongoing medical/mobility needs.	Ensure good relationships and collaboration between all key personnel. Medical care Plans created in liaison with parents/carers and professionals as required to support identified pupil's health/mobility needs.	Individual needs met through collaboration of key personnel. Individual Medical Care Plans in place. All relevant staff have access to plans. Parental consent received for medical Care Plan.	Ongoing	Advice and or strategies acted upon and needs met effectively.
To ensure full access to the curriculum for all children.	Specific equipment/resources sourced. Curriculum differentiated as appropriate to individual need. Teaching styles to be adapted as appropriate to support and meet specific individual needs.	All pupils supported and accessing curriculum.	Ongoing	Appropriate support, Resources/equipment enables full access to the curriculum.
To review attainment of all pupils, including SEND	Progress meetings, SEND reviews and termly liaison with parents.	Progress tracked and next steps planned. Use of St Luke's Assessment Tool to measure smaller steps of progress.	Ongoing Termly meetings	Progress made by all pupils.

Agreed by staff: Autumn 2025
Agreed by Governors: Autumn 2025
Review Date: Autumn 2026