Bushfield Road Infant School SEND policy

Supporting pupils with special educational needs and disabilities
SENDCo: Kate Pogson
SEND governor: Damian Batley
Approved by the governing body: November 2026
Review date: November 2027

1. Our commitment

At Bushfield Road Infant School, we want every pupil to feel that they belong, take part in school life and make the best possible progress. Our values of **Kindness, Teamwork and Curiosity** guide how we work with pupils and families.

We recognise that pupils learn in different ways and may need different support at different times. We identify and respond to needs as early as possible, while keeping expectations high. A pupil's additional needs or disability should not prevent them from accessing an ambitious, broad and balanced curriculum.

We give particular attention to ensuring that pupils with SEND can build secure foundations in the early years and access the revised curriculum in Key Stage 1. Where pupils have gaps in earlier learning, staff identify what is missing and address it through classroom teaching and carefully matched support.

This policy should be read alongside the school's **SEND Information Report**, accessibility plan, equality information and objectives, safeguarding policy, behaviour policy and complaints procedure. The SEND Information Report gives families more detail about the provision currently available at the school.

2. What we mean by SEND

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

A pupil has a learning difficulty or disability if they:

- have significantly greater difficulty learning than most pupils of the same age; or
- have a disability that prevents or hinders them from making use of facilities generally provided for pupils of the same age in mainstream schools.

Some disabled pupils have special educational needs; others do not. We consider a pupil's individual needs and our duties under the Equality Act 2010, including reasonable adjustments, whether or not the pupil is identified as having SEND.

We consider needs across four broad areas:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory and/or physical needs.

These areas help us understand a pupil's needs. They are not labels and do not determine the support a pupil will receive.

3. How we identify needs

The class teacher is responsible for noticing and responding to concerns about a pupil's learning, development, communication, participation or wellbeing. A concern may be raised by the teacher, family, the pupil or another professional.

We consider a range of information, including:

- the pupil's strengths, interests and views;
- progress and attainment, including whether progress is slower than expected;
- observations of the pupil in different learning and play situations;
- attendance and any patterns of missed learning;
- information shared by parents and carers;
- relevant advice from professionals involved with the pupil.

A pupil's needs are not identified from a single test or observation. We first consider whether difficulties may be connected to factors such as missed learning, attendance, English as an additional language, changes in circumstances or gaps in previous teaching. These factors do not rule out SEND, but they help us understand the pupil accurately.

Where there is a concern, the class teacher discusses it with the family and SENDCo. We do not need to wait for a formal diagnosis before making appropriate adjustments or providing support. Parents and carers will be informed when the school considers that a pupil may have SEND.

4. Everyday classroom teaching

The first response is to make sure that the pupil can access effective teaching in the classroom. Teachers remain responsible for the progress and development of every pupil in their class, including pupils who receive additional support.

Depending on the pupil and the learning, classroom practice may include:

- clear explanations, modelling and guided practice;
- checking that the pupil understands instructions and key vocabulary;
- breaking learning into manageable steps and revisiting important knowledge;
- practical resources, visual prompts or alternative ways to communicate;
- planned opportunities for repetition, practice and retrieval;
- reasonable adjustments to resources, routines, the environment or how a pupil responds;
- regular checks on what the pupil has understood, followed by changes to teaching where needed.

Support from a teaching assistant is planned with the teacher and linked to the lesson and the pupil's needs. It does not replace the teacher's responsibility or unnecessarily separate the pupil from classroom learning.

5. The graduated approach: Assess, Plan, Do, Review

Where a pupil needs provision that is additional to or different from the support ordinarily available through classroom teaching, the school uses the four-part graduated approach.

Assess: The teacher, working with the SENDCo and family, identifies the pupil's strengths, needs and barriers to learning. We consider progress over time and any relevant information from the pupil, family and professionals.

Plan: We agree the changes to teaching and any additional provision, the intended outcomes and when we will review them. The pupil and family are involved in planning wherever possible.

Do: The class teacher remains responsible for the pupil's learning and oversees the planned provision, including any work delivered by teaching assistants or other adults.

Review: We look at whether the pupil has made progress towards the agreed outcomes and whether the provision has helped. We use this information, alongside the views of the pupil and family, to decide what to continue, change or stop.

The cycle is repeated and refined as our understanding of the pupil's needs grows. Individual plans will be used where they help staff, families and the pupil understand the agreed outcomes and provision. They will be reviewed regularly, normally termly or sooner if circumstances require.

If a pupil continues to have significant difficulties despite appropriate support, the school may seek advice from specialist services, with parents' knowledge and involvement. If the pupil's needs may require provision beyond what the school can ordinarily provide, the school and family may consider requesting an Education, Health and Care needs assessment from the local authority. A pupil does not need an EHC plan to receive support from the school.

6. Early years

In the early years, we identify and respond to children's needs through observation, interaction, assessment and discussion with families and relevant professionals.

Staff plan for children to develop knowledge and skills across all areas of learning. They use play, adult interaction, direct teaching and carefully chosen resources to build children's communication, language, independence, relationships and understanding. Where a child needs additional support, staff consider how it can be built into everyday routines and learning, rather than relying only on separate sessions.

The SENDCo works with early years staff to strengthen understanding of children's needs and help them adapt learning effectively. We plan transitions into the Reception class and onwards to Year 1 with families and other settings, sharing relevant information and arranging additional transition support where needed.

7. Pupils with gaps in learning and missed learning

Some pupils may have gaps in their knowledge because of earlier curriculum weaknesses or missed school. Staff identify the specific knowledge or skills the pupil needs to secure and build these into teaching and practice. We do not assume that every gap indicates SEND, or that a pupil with SEND simply needs more work.

Where absence has affected a pupil's learning, staff consider the impact on access to the current curriculum and identify the most important learning to revisit. Attendance concerns are addressed through the school's attendance procedures, in partnership with the family and relevant staff. Where SEND may be affecting attendance or access to school, the SENDCo and attendance lead work together to understand barriers and consider appropriate adjustments.

8. Working with parents, carers and pupils

We value families' knowledge of their child and aim to work in partnership with them. We will:

- listen to concerns and share information about a pupil's strengths and needs;
- involve parents and carers in planning and reviewing support;
- explain the purpose of any additional provision and how its impact will be considered;
- take account of the pupil's views in ways that are appropriate to their age and communication needs;

- share relevant information with other professionals when appropriate and in accordance with data protection requirements.

Pupils are encouraged to contribute to decisions about their learning and support. This may be through conversation, observation, choices, photographs, symbols or other approaches suited to the pupil.

9. Working with other professionals

When a pupil may benefit from specialist advice, the SENDCo discusses this with the family and helps coordinate contact with the relevant service. This may include health, education or local authority professionals. The school uses professional advice to inform classroom teaching and provision, and reviews whether agreed recommendations are making a difference.

External advice does not transfer responsibility for a pupil's education from the class teacher or school.

10. Accessibility and participation

We aim to enable pupils with SEND and disabilities to take part in the curriculum, physical education, school visits, clubs and wider school life alongside their peers. We consider reasonable adjustments and adaptations to the curriculum, environment, resources, communication and routines.

The school's separate accessibility plan sets out how we plan to improve access to the curriculum, the physical environment and information for disabled pupils. It is reviewed and updated as required.

11. Roles and responsibilities

The governing body is responsible for the school's strategic approach to SEND and for ensuring that the school meets its duties. It appoints a governor to provide oversight of SEND and disability arrangements.

The headteacher and deputy head teacher, provides leadership for inclusive practice, ensures appropriate arrangements and resources are in place, and works with the SENDCo and governing body to review provision.

The SENDCo, Kate Pogson, coordinates the day-to-day operation of the school's SEND arrangements. This includes advising and supporting staff, working with families, helping coordinate provision, liaising with relevant professionals and supporting the review of its impact.

Class teachers are responsible for the progress and development of pupils in their classes. They identify and respond to emerging needs, adapt teaching, work with families and the SENDCo, and oversee provision delivered by other adults.

Teaching assistants and other support staff deliver agreed support in partnership with the class teacher. Their work is planned to help pupils access learning, develop independence and make progress towards intended outcomes.

12. Complaints

If a parent or carer is concerned about the support provided for their child, they should first speak to the class teacher or SENDCo. If the concern is not resolved, it can be raised with the headteacher and then through the school's formal complaints procedure.

Parents and carers may also seek independent information and advice from the local authority's SEND information, advice and support service.

13. Reviewing this policy

The governing body will review this policy regularly and when there are relevant changes to legislation, guidance or school practice. The policy will be reviewed alongside the school's SEND Information Report and accessibility arrangements.

Policy review date: November 2027

- *Special educational needs and disability code of practice: 0 to 25 years* — Department for Education and Department of Health and Social Care. (gov.uk)
- *The Special Educational Needs and Disability Regulations 2014* — legislation.gov.uk. (legislation.gov.uk)
- *SEN and disability duties: guidance for school governing boards* — Department for Education. (gov.uk)
- *Equality Act 2010*, Schedule 10 — legislation.gov.uk. (legislation.gov.uk)