



**SPECIAL EDUCATIONAL NEEDS
AND DISABILITY POLICY
(SEND)
Autumn Term 2025
Review Date September 2026**

BARWICK & STOFORD COMMUNITY PRIMARY SCHOOL

Special Educational Needs and Disability (SEND) Policy

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0-25 (January 2015), and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for school DfE; February 2013

SEND Code of Practice 0 – 25; Sept 2014

Somerset Core Standards for Children and Young People (0-25); December 2016

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

Accessibility Policy

Teachers Standards 2012

This policy was created by the school's SENDCo with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND, in the spirit of the current reforms.

ROLE	NAME
Inclusion Governor	Heather Ryall
SENDCo / Inclusion Lead	Caitlin Firth

Introduction

Barwick and Stoford School, as a caring community, will endeavour, both now and in the future, to meet the needs of everyone involved, enabling them to attain their full potential in a supportive atmosphere of mutual respect and shared values. All our teachers are '*teachers of SEN*' and we recognise that some pupils have a variety of needs. We will do our best to ensure that they receive the necessary support to enable them to access all areas of school life and included within our school community.

This policy was reviewed and updated by governors, teachers and learning support assistants in October 2025 in line with the revised Code of Practice and the Somerset Core Standards for Children and Young People (0-25); December 2016.

This school provides a broad and balanced curriculum for all children. A child's current ability linked to ARE (age-related expectations) is the starting point for planning to meet the individual needs. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child through an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which children can thrive;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- develop individuals' self-esteem;
- to enable each child to take part and contribute fully to school life;
- to make clear the expectations of all partners in the process;
- to develop and maintain a Whole School approach to Special Needs; ensuring identification at an early age for individuals that need extra help and support;
- to use The Somerset Graduated Response Tool to access the correct level of help.
- to provide access to progression within the curriculum;
- to involve children and parents in planning to address and monitor their special educational needs and or disability;
- to work in partnership with parents to support children's learning and health needs;
- to provide quality training for staff that suggests strategies that help them to support children with special educational needs and disability.

The Objectives of this policy are:

- to identify and provide for children who have special educational needs and additional needs
- to work within the guidance provided in the SEND Code of Practice 2014
- to work within the guidance provided by the Somerset Core Standards for Children and Young People (0-25) December 2016
- to provide a whole school graduated approach in support of children with special educational needs or disability
- to provide support and advice to all staff who work with children with special educational needs
- to employ a Special Educational Needs Co-ordinator (SENDCO) to ensure quality provision and progression for children with Special Educational Needs or disability.

Admission Arrangements

Barwick and Stoford CP School uses the local authority arrangement for school admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. Somerset Council is committed to ensuring that children and young people with Special Educational Needs and/or Disabilities (SEND), including those with disabilities, have equal access to education.

The Local Offer provides clear guidance on how schools and education settings support the admission of disabled pupils:

- **Inclusive Admissions:** All schools in Somerset are expected to follow inclusive practices, ensuring that children with SEND are not disadvantaged during the admissions process. This includes reasonable adjustments to accommodate physical, sensory, and cognitive needs.
- **Education, Health and Care Plans (EHCPs):** Pupils with an EHCP have their school placement determined through a collaborative process involving the local authority, parents/carers, and the school. The chosen school must be able to meet the child's needs as outlined in the EHCP.
- **Accessibility Strategy:** Somerset's SEND Accessibility Strategy supports schools in removing barriers to learning and participation. This includes physical access to buildings, curriculum adaptations, and staff training.
- **Graduated Response:** Schools follow Somerset's Graduated Response Tool to identify and meet the needs of pupils with SEND. This ensures early intervention and tailored support throughout the admissions and transition process.
- **Support and Guidance:** Families can access advice and support through Somerset's SEND services, including the Parent Carer Forum and SENDIAS (SEND Information, Advice and Support Service).

SEN Information and Local Offer

The Local Authority (Somerset) has a statutory duty to provide a Local Offer. This can be found here: [About the Local Offer \(somerset.gov.uk\)](https://www.somerset.gov.uk/about-the-local-offer)

As part of the school's Local Offer you are welcome to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents, carers and school, therefore we aim to keep communication channels open.

Identifying pupils with SEN

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

We know when pupils need help if:

- Limited progress by the student.
- There is a change in the pupil's behaviour or progress.
- Concerns are raised by parents/carers, teachers or the child.

THEN;

A meeting happens between teacher and SENDCo and appropriate action taken following a graduated response. A SEND support action plan and an Assess, Plan, Do, Review Plan (APDR) may be written and agreed by the parents, pupil, teacher and SENDCo. This will consist of two or three short-term targets- reviewed termly by teacher and SENDCo. A cycle of assess plan do review (apdr) needs to be completed 3 times before referral to specialist teachers.

The Somerset Graduated Response Tool will be referred to and documentation used from. If a pupil has needs related to more specific areas of their education, such as; spelling, handwriting, numeracy and literacy skills etc, interventions will happen, either run by the teacher or teaching assistant (always planned by the teacher and SENDCO when necessary.) The length of time of this intervention will vary according to need, but progress will be monitored to assess its impact.

The School website holds further information about SEND and Specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.69 to 6.83 of the SEND Code of Practice: 0-25. This information is kept under review and updated regularly in liaison with parent carers, governors and staff.

Educational inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. 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;
- have a basic entitlement to a broad and balanced curriculum.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Identifying and managing Special Educational Needs

The SEND Code of Practice: 0-25 (July 2014) identifies SEND under four broad areas of need (sections 6.28 – 6.35):

- i. Communication and Interaction
- ii. Cognition and learning
- iii. Social, emotional and mental health difficulties
- iv. Sensory and/or physical needs

Children may have needs in more than one category and we aim to ensure that SEN Support plans match personal learning requirements.

Barwick and Stoford CP school staff use a wide range of tools to access the amount and level of SEND needed support required: These include:

- Somerset Graduated Response Tool
- Tracking information on SIMs – termly tracking
- Standardised tests
- Educational Psychology discussions
- Parent carer involvement
- Multi-agency recommendations

- Medical information

Class Teachers at Barwick and Stoford CP School are responsible and accountable for the development and progress of the children in their class. As part of our 'graduated response' we respond to children who have or may have learning needs through quality first teaching that is differentiated for individual children. We regularly review the quality of teaching for all children, including those at risk of underachievement.

Where a child is identified as having SEND and or a disability, we follow the 'Assess, Plan, Do, Review' approach. This approach is detailed in the SEND Code Of Practice: 0-25 (July 2014) sections 6.45 – 6.56. We use the Somerset Graduated Response Too. to ensure that provision within the categories of Universal, SEN Support and High Needs meet the required standards.

Where it is clear that provision within the Somerset Core Standards Universal category and additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be put into place. This will allow the school to keep a record of provision offered and monitor progress. In most cases, a review of provision and progress will take place once a term in consultation with the young person, teaching assistant, class teacher, parents and SENDCo.

If the review identifies that support is needed from outside services, we will consult parent carers prior to any support being actioned. This may lead to additional or different strategies to those at SEND Support. This enhanced level of support is called High Needs Support. External support services will provide information for the child's Individual Learning Plan The new strategies within the ILP will, wherever possible, be implemented in the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for additional funding may be applied for or a request for a statutory assessment can be made to the Local Education Authority (LEA) for an Education Health Care Plan (EHCP) to be put in place.

Staff at Barwick and Stoford CP School monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress:

- Family issues
- An unresolved medical issue
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Pupil Premium
- Children Looked After
- Service Children
- Disability where there is no impact on progress or attainment
- Behaviour where there is no underlying SEND
- Bereavement

A child will be removed from the SEND Register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease. In all cases, reference to the Somerset Core Standards will be made.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

Supporting children with Medical Conditions

Barwick and Stoford CP School will work within the statutory guidance, supporting pupils at school with medical conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Barwick and Stoford CP School is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

Transitions arrangements

Barwick and Stoford CP School work closely with their on-site main feeder pre-school, Ladybirds. We are committed to ensuring that parent carers are confident in their child's transition arrangements into school, in the year to year progression and at the point of exit and transition to their next school.

Role of the SENDCo

The SENDCo at Barwick and Stoford School is Caitlin Firth.

In our school the SENDCo:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- monitors and manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff.
- offers a strategic approach to inclusive and adaptive teaching.

The role of the governing body

The governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Barwick and Stoford CP School's arrangements support disability and medical conditions, equality, school and SEND information pertinent to the SEND policy are published.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate. The governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is Lindsey Champion; she ensures that all those who teach a pupil with a record of special educational needs are aware of the nature of the intervention / strategy.

The SEND governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Training and Resources

The Head Teacher in consultation with 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. Training needs are identified through a process of analysis of need of both staff and children as and when required. Additional training may be arranged to support specific SEND or medical needs and will be arranged in conjunction with relevant professionals.

Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher follows the graduated response tool within school and will make reasonable adjustments in teaching and learning. They will then assess the child's progress in line with existing school practices. This is an on-going process.

If there is no progress being made once the reasonable adjustments have gone through three cycles, the teacher will liaise with the SENDCo to raise initial concerns about the possibility of the child have some level of SEND.

The class teacher and SENDCo work closely with parent/carers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. Pre-Key Stage Standards will be used to monitor progress.

The SENDCo will be the point of contact with any of the support agencies from outside the school. This contact will be initiated only at the consent of the parent carers. Parent carers will be involved at every stage of the child's school career and the SENDCo will be responsible for consulting and informing the parents of any pupils who have special educational needs

The LA seeks a range of advice before creating an Educational Health Care Plan and Assessment. The needs of the child are considered to be paramount in this. Pupils with High Needs and/or an Education, Health and Care Plan will have an annual review, involving outside agencies, following procedures laid down by the LA.

Access to the curriculum

At Barwick and Stoford CP School all our children have an entitlement to and follow a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

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

Individual Provision Maps and Pastoral Support Programmes, 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.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation, where a child may be allocated teaching assistant help. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. This will mainly be for children who follow a specific learning programme (see Intervention Timetable.) In line with LEA policy, children are only dis-applied from the National Curriculum in very exceptional circumstances.

Partnership with parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

We offer meetings each term post Parent Teacher afternoon and during the summer Term before reports are issued to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Pupil participation

Barwick and Stoford CP School have adopted the child centred approach to encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Early Years Foundation Stage recognises the importance of children developing social as well as educational skills.

Monitoring and evaluation

Our SENDCo monitors the movement of children within the SEND system in school. The SENDCo is involved in strategically supporting teachers involved in creating APDR plans and Pastoral Support Programmes for children with special educational needs. Our SENDCo manages and evaluates intervention programmes across the school. The SENDCo monitors and analyses whole school data termly and identifies any unsatisfactory progress made and investigates reasons for this through half-termly Pupil Progress Meetings.

Complaints

We aim to resolve any complaints quickly through discussion and early action. However, if a parent carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCo or Head Teacher. More information can be found in the school's Complaints Policy.

Reviewing the SEND Policy

This policy will be reviewed and updated annually.

Adopted at the Governor Meeting: October 2025

Signed: Heather Ryall – Co-Chair of Governors / Rev. Dan Crouch – Co-Chair of Governors