

“For I know the plans I have for you, plans to prosper you and not to harm you, plans to give you hope and a future.” — **Jeremiah 29:11**



**Bury CE Primary school**

**SEND & Inclusion Policy**

**Policy Date: September 2025**

**Review Date: September 2026**

**Introduction**

This Policy has been written in consultation with staff, governors, pupils and parents and complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0 – 25: 2014.

It has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

SEND Code of Practice 0 – 25 (2014) Schools

SEN Information Report Regulations (2014)

It should also be read in conjunction with the school’s policy statements on Teaching and Learning, Equal Opportunities, Behaviour, Accessibility, Admissions, Dealing with complaints and Bullying as well as the School’s SEN Information report which can be found on the school’s website.

We aim at Bury CE Primary School for all pupils to achieve their full potential. We recognise that every child is an individual with different needs. This policy details how staff work to ensure that a pupil’s special educational needs (SEN) are effectively met through a four step; assess, plan, do and review cycle. Staff at Bury CE Primary school will use their best endeavours to ensure pupils with SEN are able to join in the activities of the school together with pupils who do not have SEN, so far as is reasonably practical.

**The definition of Special Educational Needs**

‘A child has Special Educational Needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.’

A child has a learning difficulty if he or she has a significantly greater difficulty in learning than the majority of children of the same age. Additionally, the child may have a disability that prevents or hinders them from making use of educational facilities generally provided by the Local Authority for children in school. The difficulty may be there all the time, or it may only become apparent when the pupil is faced with tasks or challenges which they are not able to handle without special support or guidance. The school takes steps to ensure that children with learning difficulties or disabilities are not placed at a disadvantage. The focus is often on literacy, numeracy, motor skills, speech and language development and/or emotional and behavioural difficulties.

We are committed to the early identification and assessment of special educational needs and to making the best educational provision for all children.

We value all children and believe that everyone should experience success.

The following are NOT considered as SEN but may impact on progress and attainment:

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- Disability (the code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- Reduced attendance and poor punctuality
- Health and welfare problems
- Having a language other than English as first language
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After, in care or in a private fostering arrangement
- Being a child of Serviceman/woman

### **Aims**

All children with Special Educational Needs will have those needs met at Bury CE Primary School.

Children's individual needs will be identified as early as possible.

All children with identified needs will be integrated wherever possible into the daily teaching and learning within the school.

The views of the child will be taken into account, with consideration given to the child's age and understanding.

We endeavour to promote the involvement of all parents/carers, school staff and support agencies that are involved with the child.

The school will continuously monitor and evaluate the educational provision for children with special educational needs.

We will promote a smooth transition to starting school, moving from EYFS to KS1, and from Key Stage 1 to Key Stage 2, by ensuring that everyone concerned is aware of the child's needs.

We will ensure that all children are valued equally, regardless of ability, culture, gender or cognitive development.

### **Objectives**

To identify children with special educational needs as soon as possible and put into place an appropriate plan of work.

To ensure that children are supported appropriately by their class teacher, Teaching Assistants and the Inclusion Lead.

To involve pupils in the assessment of their needs.

To support pupils to make progress in line with their prior attainment.

To encourage effective home school liaison and involve parents/carers in the assessment and planning of the provision for their child's needs.

To assess and keep records of the progress of children with SEN.

To work collaboratively with a range of external agencies, including the School Nurse, Speech and Language services, Learning and Behaviour Advisory Support Team, Educational Psychologists and Social Care.

### **Identification of Special Educational Needs**

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At Bury CE Primary School, we seek to identify the individual needs of children as soon as possible. Occasionally this can happen before a child even starts our school through our transition procedures and communications with our feeder Nursery settings. Much of the first term in Early Years involves regular and ongoing assessment of the children.

Throughout the school, we monitor and track the progress of all children through an ongoing process of planning, teaching and assessment. Children with SEN may be identified at any stage of this process during their school life. Some of the assessments that we use include:

- Baseline assessments at the start of the Foundation Stage year and statutory assessment at the end of the Year
- The Foundation Stage profiles
- Half termly phonics assessments
- Half termly assessments of progress in Early Literacy, Reading and Maths (Star assessments).
- A range of Speech and Language screening tools as required
- National year 1 phonics screening test
- End of Key Stage 1 teacher assessments that are moderated in-school
- End of Key Stage 2 statutory assessments

The identification and assessment of the SEN of children whose first language is not English, requires particular care. Where there is uncertainty, teachers will look carefully at all aspects of a child’s performance across the curriculum. This can ascertain the degree of difficulty experienced in the child’s first language.

### **The Graduated Response**

The Code of Practice (2014) refers to schools having a graduated response to SEND. This would look like the following:

#### **Identified Concerns**

- If a class teacher is concerned about some aspect of a child’s progress, behaviour or well-being, they will decide what action to take within the usual daily classroom routine. If the child has difficulties in more than one area, the teacher will adapt resources or change the teaching method being used, to suit that child.
- If a child is showing signs of emotional, social or behavioural difficulties, the teacher will monitor closely and liaise with parents where appropriate. Where necessary and possible, the classroom environment will be adapted to help the child overcome the problems.
- When a teacher is concerned about a child’s learning, progress or attainment, they will share concerns with the SENDCo and detail these concerns with the SENDCo. The teacher will consult with parents when appropriate.
- The teacher and SENDCo will work together to agree the best approach to support the child with the identified concerns.

#### **Monitoring and Planning**

When it is established that a child is not making expected progress, the class teacher will plan some targeted support towards the child’s identified area of weakness. This is in addition to that provided as part of the school’s usual differentiated curriculum. The triggers for possible intervention will be:

- Identified concern, underpinned by evidence, about a child, who, despite receiving differentiated learning opportunities, makes little progress.

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- If a pupil shows signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas.
- Persistent social, emotional or behavioural difficulties which are not reduced by the behaviour management techniques usually employed by the school.
- Has sensory or physical needs and continues to make little or no progress despite the provision of specialist equipment or input.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases, outside professionals, such as a Speech and Language therapist may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCo may contact them to make a referral if the parents/carers agree. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents / Carers will be regularly consulted and kept informed through the usual channels of parent's evenings and informal discussion.

Additional support and intervention for the child could include:

- Different learning materials or special equipment.
- Some group or individual support within an area of the curriculum or their emotional, social or behavioural development.
- Extra adult time to deliver the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- Access to support services or outside professionals for one off or occasional advice on strategies or equipment.

### **SEN Support**

Where progress continues to be less than expected, the class teacher and the SENCo may decide that the child needs to be placed on the SEN Support register.

This would then provide further support for the child in their areas of need. It is possible that the SENCo would then request support from external services. Again, this would only be with parental agreement. Pupils requiring SEN Support will often benefit from the advice of external agencies who can advise on specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. The criteria for SEN Support will be that, despite receiving targeted support through additional monitoring and planning, the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues to not be expected to meet the end of year expectations.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and can cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been used and which targets have been set and achieved. The external

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specialist may act in an advisory capacity or provide additional specialist assessment. The resulting ‘Personal Learning Plan’ (PLP) will set out targets and strategies for supporting the child’s progress. These will be implemented via targeted support in the normal classroom setting and sometimes through out of class intervention groups.

### **Personal Learning Plans (PLPs)**

Details of specific barriers to learning and the associated strategies employed to remove these barriers and enable the child to progress will be agreed in collaboration with the parents / carers, class teacher and SENDCo when appropriate. The agreed targets will be recorded on a PLP which will include information about:

- The child and the areas which have been identified as of concern.
- Up to 4 short term targets which detail specific outcomes to be achieved.
- The support to be provided, by whom and when.
- The date when the PLP will be reviewed.
- Review of progress made towards the intended outcomes.

The PLP will only record that which is additional to or different from, the differentiated curriculum. It will focus upon up to four individual targets that match the child’s needs and have been discussed with the child and the parents / carers where appropriate. The PLP will be reviewed each term in December, April and June and where possible the views of parents and carers will be sought. When age and developmentally appropriate, the child will also take part in the review process and be involved in setting the targets.

For pupils who need support with their emotional, mental and social development, the school can seek help in a number of ways. Their needs may be met in school through intervention from a Teaching Assistant. Other children can benefit from advice and support provided by the Educational Psychology Service, Learning and Behaviour Advisory Team, Child and Mental health Service (CAMHS), Social Communication Advisory Team and Early Help services.

### **Request for Statutory Assessment**

If the child continues to make very little or no progress, the school, through the Head teacher and SENDCo or the parents / carers may request that the Local Authority (LA) consider carrying out a statutory assessment of the child’s SEN. If the LA agrees with the application, it will collect information from all the people who have been involved with the child. From this the LA decides whether the child would benefit from an Education, Health and Care Plan (EHCP) or whether their needs can be met within SEN Support.

### **Education, Health and Care Plans (EHCPs)**

An EHCP is a legally binding document which sets out the provision the child must receive in order to meet their SEN. Each year the School will hold a meeting called an ‘Annual Review’ with the parents / carers and all the outside agencies involved with the child to assess the child’s progress. The Special Needs Officer (SNO), who works for the LA may also attend these Annual Review (AR) meetings.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHCP when they start in the Foundation Stage class. The same procedures of making provisions, target setting and reviewing are put into place as soon as is practical when the child starts school. Children with physical or medical needs may also need a care plan and, if appropriate a moving and handling plan, drawn up by the school and / or specialist health professionals.

### **Criteria for exiting the SEN Support register**

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The progress of all pupils is recorded and monitored each term. Pupils requiring SEN Support will have a PLP that is reviewed and updated each term (December, April and June). If this monitoring and planning update indicates that the pupil has made rapid progress and their attainment is no longer significantly below that of their peers, removal from the SEN register will be considered. If the pupil no longer requires SEN Support, alternative wave 1 intervention or support will be made available as required and monitoring of progress and attainment will continue.

### **Working in partnership with parents / carers**

Parents / carers of children with SEN are kept informed of the provision that is being made for their children. Personal learning plans for the children on the SEN Support register are shared at termly review meetings, and where appropriate, at Annual Review meetings. The SENDCo is also able to signpost parents towards other support agencies which are able to help, such as SENDIAS.

### **Supporting pupils at school with medical conditions**

Many pupils will at some time have a medical condition that may affect their participation in school activities. For most, this will be short-term; perhaps finishing a course of medication.

Other pupils have medical conditions that, if not properly managed, could limit their access to education. Such pupils are regarded as having medical needs. Most children with medical needs are able to attend school regularly and, with some support from the school, can take part in most normal school activities. However, school staff may need to take extra care in supervising some activities to make sure that these pupils, and others, are not put at risk.

If a pupil has identified medical needs, an individual health care plan will be used to identify the necessary safety measures to support them and ensure that they and others are not put at risk.

Parents or guardians have prime responsibility for their child's health and will need to provide the school with information about their child's medical condition. Parents, and the pupil if he/she is mature enough, should give details in conjunction with their child's GP or paediatrician, as appropriate. The doctor or nurse and specialist voluntary bodies may also be able to provide additional background information for school staff.

The School will work closely with the Health Service to ensure pupils with medical needs and school staff have effective support in school.

### **Arrangements for monitoring and evaluation**

Pupil progress is assessed and monitored throughout their school career by class teachers; the leadership team and the SENDCo. Information is collected using various tools including assessing early learning goals, assessing pupil progress and standard attainment tests. Personal Learning Plans are reviewed and new targets set each term for children on the SEN Support register. The quality of provision is monitored through a programme of lesson and intervention observations and work scrutiny. The progress and attainment of all pupils in the school is recorded and analysed each term.

### **Training and resources**

Each staff member undergoes a program of continual professional development. This includes in-service training days, performance management reviews, lesson observation, work scrutiny and professional development meetings.

In addition, training to meet specific responsibilities and individual needs is offered as appropriate. This could include; Safeguarding, Speech and Language Therapy, Team Teach – positive handling training to manage and deescalate challenging behaviour, Autism Awareness, Manual Handling, Occupational Therapy, National SEN

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training: The National Award for Special Educational Needs Coordination, social stories, emotional literacy (ELSA) and visits to other settings.

Many resources needed to support pupils with SEN are already available in school. If a pupil requires a specific resource or piece of equipment that is not currently available this may be acquired by the SENDCo using the SEN budget. If a Health or Education professional assesses that a specific resource or facility is needed for a pupil with an EHCP or statement, the county SEN Panel will consider funding the resource, in accordance with the assessment report to specify what is required and why.

### **Entitlements and responsibilities**

Pupils have an entitlement to:

- High quality learning experiences which address their specific needs to ensure they have the opportunity to their potential.
- Resources designed to enable access to the curriculum.
- Appropriate intervention to narrow gaps in their skills and understanding.
- A positive and consistent approach.
- Regular opportunity to express their views and participate in the decisions being made about them.

Pupils have a responsibility to:

- Join in with school activities and expectations as often as they are able to
- Work to achieve their best.
- Support and encourage each other.

The Governing Body has an entitlement to:

- Receive any current and relevant information required to make decisions in relation to SEN

The Governing Body has a responsibility to:

Monitor the impact of SEND provision in raising standards within the school, ensuring that:

- With the Head Teacher, they determine the school's general school policy and approach to provision for children with SEND, establishing the appropriate staffing and funding arrangements and maintaining a general overview of the school's work.
- They appoint a SEND Governor to ensure that proper provision is made for pupils with SEND and that they are up-to-date and knowledgeable.
- The necessary special arrangements are made for pupils with SEND.
- Teachers know the needs of pupils with SEND.
- There are procedures to identify and assess the needs of those pupils with SEN and that provision is continually monitored.
- The school has a co-ordinator for SEND.
- Pupils with SEN are fully integrated into the normal activities of the school so far as is reasonably possible.
- They take account of the Code of Practice and Equality Act when carrying out its duties toward all pupils with SEND.
- Provision for SEND is an integral part of the school improvement plan.

The Head teacher has an entitlement to:

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- Receive any current and relevant information required to make decisions in relation to SEND.
- Regular reports and updates from the SENDCo.
- Support from outside agencies.

The Head teacher has a responsibility to:

- Ensure that the school meets statutory requirements in relation to SEND provision.
- Evaluate the impact of SEN provision on raising standards within the school.
- Ensure data is received at the time a pupil transfers to the school and is passed to the class teacher.

The SEN Coordinator has an entitlement to:

- Non-teaching time sufficient to fulfil the responsibilities required of them.
- Receive from class teachers any current and relevant information about pupils with identified concerns or on the SEN register required to provide appropriate guidance and support.

The SEN Coordinator has a responsibility to:

- Provide guidance for teachers and TAs as they write, monitor and review Personal Learning Plans each term.
- Maintain a register of children requiring SEN support and ensure that the records on children with SEN are up to date.
- Ensure the statutory requirements of each Statement of SEN/ Education, Health, Care Plan are fully met and reviewed in line with the SEND Code of Practice (2014).
- Oversee the day-to-day operation of the school’s SEND policy.
- Coordinate provision for children with special educational needs, including keeping the school’s provision map up to date.
- Liaise with and advise fellow teachers and TAs.
- Provide guidance and advice to assist the development and consistent implementation of strategies to effectively manage challenging behaviour.
- Oversee the records of all children with special educational needs.
- Liaise with parents of children with special educational needs.
- Contribute to the in-service training of staff.
- Make referrals and liaise with external agencies including the LA’s support and educational psychology services, health and social services, and voluntary bodies.
- Provide and analyse SEN data to inform school evaluation.

The Class Teacher has an entitlement to:

- Support, guidance and resources required to provide appropriate learning opportunities for pupils with SEN.
- Guidance when completing and evaluating an ILP.
- Support when working with parents.

The Class Teacher has a responsibility to:

- Ensure intervention support for identified SEN pupils is consistently completed as detailed in the provision map.
- With guidance from the SENDCo; write, monitor and review PLPs each term in collaboration with parents / carers.
- Record and analyse pupil progress.
- Report to parents – pupil progress, attainment, next steps, ILP sharing and review.

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- Liaise with the SENDCo to ensure effective identification and provision for the changing needs of pupils with SEN.
- Add and maintain accurate data on target tracker when a pupil transfers to the school.
- Ensure accurate and relevant pupil information is available for the next class teacher or school.
- Plan, deliver and monitor effective differentiated learning activities.
- Contribute toward the development and consistent implementation of strategies to effectively manage challenging behaviour.

### **Storing and managing information**

Information in school is managed in accordance with the freedom of information and data protection policy. The school will ensure records are retained in line with guidance from West Sussex County Council and are up to date and easily accessible. All staff will be aware that third parties may have a right to access the information we hold and create records with an eye to other people seeing them. They will also be aware that it is a criminal offence to alter, deface, block, erase, destroy or conceal information to prevent disclosure. (Information may be masked out, but comments must be made in the margin as to why it has been removed, eg to protect the identity of a child)

### **Age Phase Transfer**

If a pupil with SEN finds it difficult to move from one phase of education to another or when they transfer to a new school, we develop a transition plan to specify the support to be provided. This support plan can include a timetable of visits, social stories, a photographic record and social skills group work. The specific content of each plan will be different according to the individual needs of the pupil.

### **Who can I contact for further information?**

Bury CE Primary School, West Burton Lane, Bury, West Sussex, RH20 1HB

Telephone: 01798 831502

Head teacher: Mr Thomas Moore (head@bury.school)

Inclusion Lead: Mrs Rachel Seymour (sendco@bury.school)

Support and advice for parents and carers is available on the West Sussex Local Offer web site.

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