

Special educational needs and disabilities (SEND) policy

Bitham Brook Primary School



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Appendices

Graduated response at Bitham Brook Primary School

1. Aims and objectives

The aims of this policy are to ensure:

- an inclusive approach to education which meets the needs of pupils with SEND is communicated to and promoted by all stakeholders
- Bitham Brook is committed to inclusion, removing barriers to learning and preparing their pupils with SEND for successful transition to secondary school
- high quality learning and teaching is central and promoted for all learners: it provides the foundation for effective SEND support
- learners with special educational needs join in the activities of the school together with those who do not have special educational needs, where reasonable adjustments can be made and this is compatible with the efficient education of other learners
- Bitham Brook will meet its legal obligation to provide access to the curriculum for all learners where reasonable adjustments can be made to meet their individual needs
- where the head teacher, SENDCO or the appropriate governor has been informed by a local authority that a learner has special educational needs, those needs will be made known to relevant staff
- all Bitham Brook staff are aware of the importance of identifying and providing for learners who have special educational needs
- all staff are clear regarding roles and responsibilities in the implementation of the policy.
- Bitham Brook recognises that it has a responsibility to meet the needs of all learners in the school and aims to provide early identification, clear assessment processes and appropriate provision for all learners
- to request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership
- to ensure support for pupils with medical conditions have full inclusion in all school activities by ensuring consultation with health and social care professionals
- to work in cooperation and productive partnerships with the Local Authority (LA) and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- Bitham Brook will seek to remove barriers to learning and achievement. Where needed, we will aim to secure special educational provision for pupils who need 'additional to and different from' what is ordinarily provided by the school.

2. Vision and values

Bitham Brook's vision is to provide all children with opportunities to flourish academically, personally, and socially and believe in their ability to succeed.

We want all children to:

- be equipped with the knowledge and skills to flourish independently and collectively in their educational journey and beyond.
- discover their passions and interests so that they can be inspired to greatness by continually improving their own best.
- enjoy learning and be curious to find out more, developing the foundation for a lifelong love of learning.

The strength of character developed through academic, personal, and social experiences will empower children to increasingly participate in and contribute to their immediate and wider communities with confidence.

The school's vision is to enable pupils with SEND to be fully included in all aspects of the life of the school, irrespective of ability, race, gender or need and should be respected and valued as individuals. The school will make reasonable adaptations and adjustments to enable this.

Where required, Bitham Brook will adapt the environment and equipment, as much as is practicably possible, as well as seeking specialist advice from outside the organisation to enhance its ability to support all learners.

3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the special educational needs (SEND) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools](#) which sets out governors responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- Bitham Brook Primary School has a named SENDCO who has completed the statutory qualification for SENDCOs-NPQ SEND, and a named Governor responsible for SEND. They ensure that the Bitham Brook Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school.

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

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

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or

- 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 schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. This definition includes:

- Sensory impairments affecting sight or hearing
- long-term health conditions (eg asthma, diabetes, epilepsy and cancer)

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or SENDsory impairment

AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A Sensory impairment such as vision impairment, hearing impairment or multi-Sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENDCO

The SENDCO at Bitham Brook is Mrs Clare Robertson.

She will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher, SEND DHT, SEND governor and SLT to determine the strategic development of the SEND policy and provision in the school
- Working with the SEND DHT, have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and adapted teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned

- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher and senior leaders, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's development plan
- With the headteacher and senior leaders, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the headteacher and senior leaders, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of provision

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and Keep-up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

6.3 The SEND link governor

The SEND link governor is Rachael Hodges.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Ask leaders about the quality and effectiveness of SEND provision within the school and review evidence presented to them
- Update the governing board on their link governor school visits and their findings

- Work with the headteacher, SEND DHT and SENDCO to determine the strategic development of the SEND policy and provision in the school
- Determine the school's approach to using their resources to support the progress of pupils with SEND and review the impact

6.4 The headteacher

The headteacher will:

- Work with the SEN DHT, SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the DHTs and SENDCO, advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's development plan
- With the SEND DHT and SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SEND DHT, SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of provision

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through carefully graduated sequences of learning
- The progress and development of every pupil in their class, with particular emphasis on foundational knowledge where this is needed
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider when this should be linked to classroom teaching
- Working with phase leaders and SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents/carers regularly to:
 - Set clear objectives and review progress towards them
 - Discuss the activities and support that will help achieve the objectives
 - Identify the responsibilities of the parent, the pupil and the school

- Listen to the parents'/carers' concerns and understand their aspirations for the pupil, whilst maintaining high professional expectations

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to regular assess, plan, do, review meetings to review the provision that is in place for their child; the frequency of meetings will depend on the child's needs but will be a minimum of three times a year
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, understand their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting objectives
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, where appropriate.

7. SEND information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Bitham Brook is committed to the early identification, assessment and provision of support for pupils with special educational needs and disabilities (SEND). We recognise that early intervention is essential in securing positive outcomes and ensuring that all pupils are able to access a broad, balanced and inclusive curriculum.

We identify pupils with SEND through a graduated approach of 'Assess, Plan, Do, Review', drawing on a range of evidence including teacher assessment, observations, progress data, parental concerns, pupil voice, advice from external professionals and information from previous educational settings. The school recognises that identifying SEND requires a holistic understanding of a pupil's strengths and needs and distinguishes between pupils whose progress may be affected by SEND and those whose attainment is influenced by other factors, such as attendance, English as an Additional Language (EAL), or disadvantaged circumstances.

A pupil will be identified as requiring SEN Support when, despite appropriate high-quality teaching and access to Ordinarily Available Provision, they continue to experience difficulties that significantly impact their ability to learn, participate or make expected progress. This may include progress in areas other than attainment; for example, wider development or social needs.

8.2 The graduated approach to SEND support

In line with the SEND Code of Practice (2015), our school adopts a graduated approach to identifying, assessing and meeting the needs of pupils with SEND. This ensures that support is matched to individual need and is increased or adapted where necessary through the cycle of Assess, Plan, Do, Review. Provision at Bitham Brook is provided at five stages. A child is added to the SEND register when they are receiving support at stages 3,4 and 5.

- **Stage 1: Keep-up and/or other initial concerns**
- **Stage 2: Catch-up and/or developing concerns**
- **Stage 3: Targeted Support**
- **Stage 4: Targeted Support Plus**
- **Stage 5: Education, Health Care Plan (EHCP)**

It is important to note that movement between all stages is fluid and based on individual need. Pupils may move between levels of support following the Assess, Plan, Do, Review process, ensuring that provision remains responsive, proportionate and outcome-focused.

Stage 1: Keep-Up and/or other initial concerns (Universal Provision)

How might we know a child needs stage 1 Keep-up Support?

A teacher will know a child needs stage 1 Keep-up Support through assessments and observations within lessons, assessment data and tracking, pupil books, pupil voice and parental voice.

What does the ‘assess, plan, do, review’ process look like at stage 1 Keep-up Support?

Assess – Identify the pupil's strengths, needs and any barriers to learning through ongoing assessment and observation.

Plan – Agree desired outcomes and plan appropriate support and adaptations to meet identified needs.

Do – Implement the agreed support and adaptations.

Review – Evaluate progress towards agreed outcomes, measure the impact of support and determine next steps.

What are examples of stage 1 Keep-up Support?

At Stage 1 Keep-up Support, all support and adaptations are delivered through Ordinarily Available Provision (OAP). The class teacher retains overall responsibility as the strategic lead, ensuring that appropriate provision is planned, implemented, monitored and reviewed to meet pupils' needs. Where pupils require additional support to maintain expected progress, teachers provide carefully planned adaptations and reasonable adjustments within the classroom environment. Records of Keep-up Support are made within lesson plans and notes, assessment records and tracking data.

Some examples of stage 1 Keep-up Support may include: keep-up phonics, pre-reading, small group support from class teacher or teaching assistants, oral rehearsal, modelling and sentence stems.

How do we inform parents and carers that their child is receiving stage 1 Keep-up Support?

Parents will be informed when their child is receiving Stage 1 Keep-Up Support through communication from the class teacher. This may include discussions at parents' evenings, meetings, email correspondence and other updates on the child's progress. As Stage 1 support forms part of the school's Ordinarily Available Provision, communication focuses on the adaptations and support being put in place to help the pupil achieve expected outcomes.

Stage 2: Catch-up and/ or developing concerns (Universal Provision)

How might we know a child needs stage 2 Catch-up Support?

A teacher will know a child needs stage 2 Catch-up Support through assessments and observations within lessons, assessment data and tracking, pupil books, pupil voice and parental voice. A further indicator may be that Stage 1 Keep-up Support has not prevented the child from falling behind or the need continues to exist. At stage 2, teachers may start to identify a specific need that requires further advice from specialist professionals.

What does the 'assess, plan, do, review' process look like at stage 2 Catch-up Support?

Assess – Identify the pupil's strengths, needs and any barriers to learning through ongoing assessment and observation.

Plan – Agree desired outcomes and write a group Catch-up support plan, detailing appropriate support and adaptations to meet identified needs. If a child's area of need is potentially SEMH, it may be appropriate to write an individual 1 Page Profile. Teacher will seek advice from SENDCO and phase leader in this circumstance.

Do – Implement the agreed support and adaptations.

Review – Evaluate progress towards agreed outcomes, measure the impact of support and determine next steps. The individual 1 Page Profile is not formally reviewed but used for continuing reflection.

What are examples of stage 2 Catch-up Support?

Stage 2 Catch-up Support is delivered through Ordinarily Available Provision (OAP). The class teacher, alongside the phase leader, retain overall responsibility as the strategic leads, ensuring that appropriate provision is planned, implemented, monitored and reviewed to meet pupils' needs. Where pupils require additional support to maintain expected progress, teachers provide carefully planned adaptations and reasonable adjustments. These are recorded on group Catch-up plans that are reviewed a minimum of three times a year. Pupil Progress meeting outcomes dovetail with group support plans.

Some examples of stage 2 Catch-up Support may include: Catch-up phonics, dyslexia screening, Westford Interventions, reading fluency model, Colourful Semantics in groups, writing adaptation tables, maths number fluency, Black Sheep used to support Ark reading. If there is a potential SEMH need, support may include ELSA, transition support, play therapy and Family Link Worker timed intervention period.

How do we inform parents and carers that their child is receiving stage 2 Catch-up Support?

Parents will be informed when their child is receiving Stage 2 Catch-up Support through communication from the class teacher. This may include discussions at parents' evenings, meetings, email correspondence and other updates on the child's progress. As Stage 2 support forms part of the school's Ordinarily Available Provision, communication focuses on the adaptations and support being put in place to help the pupil achieve expected outcomes.

Stage 3: Targeted Support (Targeted Individual Support Plan)

How might we know a child needs stage 3 Targeted Support?

Stage 3 Targeted Support is provided when a pupil continues to experience difficulties despite high-quality teaching and Stage 2 Catch-Up Support. The pupil requires targeted, additional provision that is tailored to their identified needs and delivered through the graduated approach of Assess, Plan, Do, Review. A teacher will know a child requires stage 3 Targeted Support through assessments and observations within lessons, assessment data and tracking, pupil books, pupil voice and parental voice.

To further understand a child's strengths and areas of need, the SENDCO may undertake additional assessments and monitoring. Where appropriate, advice and involvement may be sought from external professionals, such as Speech and Language Therapists, Behaviour Support Services, Educational Psychologists, or other specialist agencies. Information gathered through these assessments and professional consultations will inform the planning of targeted provision and support.

A child on stage 3 Targeted Support will be on the SEND register.

What does the 'assess, plan, do, review' process look like at stage 3 Targeted Support?

Assess- Identify the pupil's strengths, needs and any barriers to learning through ongoing assessment and observation. Seek advice from external professionals where appropriate.

Plan- Agree specific, measurable outcomes and plan support strategies, reasonable adjustments and targeted interventions. A child on stage 3 Targeted Support will have an Individual Support Plan (ISP) for the identified area/s of need. If a child's area of need is potentially SEMH, it may be appropriate to write an individual 1 Page Profile. Teacher will seek advice from SENDCO and phase leader in this circumstance.

Do- deliver the agreed support.

Review- Progress towards the agreed outcomes will be evaluated, the impact of support and provision will be assessed, and next steps will be identified. Individual Support Plans (ISPs) will be reviewed at least three times each academic year, including at least one review meeting involving the SENDCO. Reviews will be informed by regular Pupil Progress Meetings between the Class Teacher, Phase Leader and SENDCO, ensuring that support remains appropriately targeted and effective.

What are examples of stage 3 Targeted Support?

Stage 3 Targeted support is school-led targeted interventions and support.

The SENDCO and Phase Leader retain overall responsibility as the strategic leads for Stage 3 Targeted Support, providing oversight and delivery assurance to ensure that provision is appropriately planned, implemented, monitored and reviewed to meet pupils' identified needs. A pupil receiving Stage 3 Targeted Support requires support that is additional to or different from the ordinarily available provision offered to all pupils.

Class teachers remain responsible and accountable for the progress and development of all pupils in their class, including those receiving additional support. They will write and implement Individual Support Plans (ISPs), share these with the Phase Leader and SENDCO, and review progress regularly at Pupil Progress Meetings.

Some examples of stage 3 Targeted Support may include: Sensory Circuits, interventions for a specific learning need, ISPs for core subjects, Journey Through The School Day plans, fine and gross motor skill interventions, Wider World Skills group.

How do we inform parents and carers that their child is receiving stage 3 Targeted Support?

When a pupil is identified as requiring Stage 3 Targeted Support, parents will be informed by the SENDCO. Parents will receive a copy of their child's Individual Support Plan (ISP), outlining the identified needs, intended outcomes and planned support and interventions.

Parents will be kept informed of their child's progress through regular communication and review meetings. The impact of the support, progress towards outcomes and any changes to provision will be discussed and shared with parents as part of the Assess, Plan, Do, Review process.

The school values the important role that parents play in supporting their child and welcomes information that may help to inform planning, provision and review.

Stage 4: Targeted Support Plus (Targeted Plus Individual Support Plan)

How do we know a child needs stage 4 Targeted Support Plus?

A pupil receiving Stage 4 Targeted Support Plus requires provision that is additional to, different from, and more specialised than that ordinarily available within the school's universal and targeted offer. Stage 4 Targeted Support Plus would typically be appropriate when a pupil's needs are becoming more complex, persistent or significant, and support from school alone is no longer sufficient. A teacher will know a child requires stage 4 Targeted Support Plus through assessments and observations within lessons, assessment data and tracking, pupil books, pupil voice and parental voice. To further understand a child's strengths and areas of need, the SENDCO may undertake additional assessments and monitoring.

At this stage, the school may seek advice, assessment and recommendations from external professionals, such as Speech and Language Therapists, Occupational Therapists, Educational Psychologists, specialist teachers, health professionals or other relevant agencies. Their advice will be used to inform a more personalised programme of support and provision.

A child on stage 4 Targeted Support Plus will be on the SEND register.

What does the 'assess, plan, do, review' process look like at stage 4 Targeted Support Plus?

Assess- Identify the pupil's strengths, needs and barriers to learning through ongoing assessment, observation, progress data, pupil voice and parental feedback. Assessments and recommendations from external professionals will be considered where appropriate to develop a detailed understanding of the pupil's needs and the provision required.

Plan- Agree specific, measurable outcomes and plan personalised support, reasonable adjustments, targeted interventions and specialist recommendations. Pupils at Stage 4 Targeted Support Plus will have an Individual Support Plan (ISP) which reflects their identified needs and the advice of any involved professionals. Where appropriate, additional plans, such as a My Support Plan, One Page Profile, risk assessment, or SEMH support plan, may be implemented. Planning will take place in collaboration with the Class Teacher, Phase Leader, SENDCO, parents and, where appropriate, external professionals and the pupil.

Do- Implement the agreed provision, interventions and reasonable adjustments.

Review- Progress towards the agreed outcomes will be evaluated, the impact of support and provision will be assessed, and next steps will be identified. Individual Support Plans (ISPs) will be reviewed at least three times each academic year by the SENDCO. Reviews will be informed by regular Pupil Progress Meetings between the Class Teacher, Phase Leader and SENDCO, ensuring that support remains appropriately targeted and effective.

What are examples of stage 4 Targeted Support Plus?

Stage 4 Targeted Support Plus is targeted support that is significantly informed by, or delivered in line with, specialist professional advice and requires a higher level of coordination and personalisation.

The SENDCO provides strategic leadership and quality assurance for Stage 4 Targeted Support Plus, ensuring that provision is coordinated, implemented with fidelity, regularly reviewed and responsive to pupils' identified needs. The SENDCO will work closely with Class Teachers, Phase Leaders, parents and external agencies to monitor impact and secure positive outcomes for pupils.

Examples of stage 4 Targeted Support Plus may include: Specialist interventions recommended by Speech and Language therapists, specialist dyslexia-informed interventions, therapeutic interventions recommended

by external professionals, occupational therapy programmes, specialist equipment and environmental adaptations.

How do we inform parents and carers about the support their child is receiving at stage 4 Targeted Support Plus?

Parents will receive a copy of their child's Individual Support Plan (ISP) and any review documentation. They will be kept informed of their child's progress, the impact of support and any changes to provision through regular communication and planned review meetings. The child's views will be captured and considered as part of the review process. Where appropriate, adjustments to outcomes, provision and support will be agreed through the Graduated Approach of Assess, Plan, Do, Review.

Where external professionals are involved, parents will be informed of referrals, assessments, recommendations and outcomes. The school will work in partnership with parents to ensure a shared understanding of the child's strengths, needs and support.

Stage 5: Education, Health and Care Plan (EHCP)

How do we know what the child's needs are at stage 5 EHCP?

A teacher, SENDCO and wider professional team will know a child requires Stage 5 EHCP provision through the statutory EHC needs assessment process. Information will be gathered from assessments, observations, attainment and progress data, specialist reports, pupil voice, parental voice and advice from education, health and social care professionals. The EHCP will identify the child's strengths, needs, outcomes and required provision, which will be reviewed regularly to ensure support remains appropriate and effective.

What does the 'assess, plan, do, review' process look like at stage 5 EHCP?

For Stage 5 EHCP, the Assess, Plan, Do, Review cycle continues, but it is informed by the provision, outcomes and recommendations specified within the EHCP and involves a wider multi-agency team

Assess- A detailed understanding of the child's strengths, needs and barriers to learning is developed through the Education, Health and Care needs assessment process, professional reports, ongoing assessment, observations, pupil voice and parental feedback.

Plan- Outcomes, provision and support are planned in accordance with the EHCP. The class teacher, SENDCO, parents, child and relevant professionals work together to identify priorities and agree the provision required to achieve the specified outcomes.

Do- The provision specified within the EHCP is implemented. The class teacher retains responsibility for the child's day-to-day learning and progress, whilst the SENDCO provides strategic leadership, oversight and coordination of provision. Specialist recommendations are incorporated into teaching and support. Review- Has the support made a difference? Measure progress against agreed outcomes.

Review- Progress towards agreed outcomes is monitored and reviewed regularly. The impact of provision is evaluated and used to inform next steps. An Annual Review of the EHCP is held at least annually to consider progress, provision and whether any amendments are required to ensure the child's needs continue to be met.

What are examples of stage 5 EHCP support?

At Stage 5 EHCP, support is highly individualised and based on the provision specified in the child's EHCP.

Examples of provision may include: personalised adaptations to teaching, additional adult support, specialist interventions, therapeutic programmes, provision delivered following advice from external professionals, specialist equipment, communication support, social and emotional interventions, sensory support and bespoke packages of provision specified within the Education, Health and Care Plan. The type and level of support will be determined by the individual needs of the child and the provision detailed within their EHCP.

How do we inform parents and carers about the support their child is receiving at stage 5 EHCP?

Parents will be informed that their child is receiving Stage 5 EHCP support through meetings with the SENDCO and class teacher, regular progress reviews and ongoing communication. Parents will receive and contribute to the EHCP and will be invited to attend the Annual Review with the SENDCO. Information about progress towards outcomes, the impact of provision and any proposed changes to support will be shared to ensure parents remain fully informed and involved in their child's education.

8.5 Evaluating the effectiveness of SEND provision

At Bitham Brook, we regularly evaluate the quality and impact of our SEND provision to ensure that pupils with SEND make progress, achieve positive outcomes and are fully included in school life.

We evaluate the effectiveness of SEND provision through:

- Ongoing assessment of pupils' progress and attainment in relation to their starting points and individual outcomes.
- Regular review of Individual Support Plans (ISPs), intervention programmes and provision maps to monitor the impact of support.
- The Assess, Plan, Do, Review cycle, which is used at every stage of the graduated response to evaluate the effectiveness of provision and identify next steps.
- Monitoring and quality assurance activities undertaken by the SENDCO, senior leaders and subject leaders, including learning walks, observations, pupil progress discussions and work scrutiny.
- Analysis of whole-school data, attendance, behaviour, participation and exclusion information to identify trends and measure the impact of provision for pupils with SEND.
- Pupil voice activities, which enable children to share their views about the support they receive and the progress they are making.
- Parent and carer feedback gathered through meetings, reviews and ongoing communication.
- Collaboration with external professionals to review the effectiveness of specialist recommendations and interventions.
- Annual Reviews for pupils with Education, Health and Care Plans (EHCPs), which evaluate progress towards outcomes and determine whether provision continues to meet the child's needs.
- Review of the school's SEND practice through local authority guidance, national guidance and school self-evaluation processes.

9. Attendance

The school is committed to promoting excellent attendance for all pupils, including those with SEND. We recognise that some pupils may face additional barriers to attending school and will work in partnership with families and external agencies to identify and overcome these barriers. Support will be tailored to the individual needs of the pupil and may include reasonable adjustments, pastoral support or other strategies where appropriate.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges and may be more vulnerable to abuse, neglect, exploitation and bullying than their peers. Some pupils may experience communication, cognitive, sensory or emotional barriers which can make it more difficult to recognise concerns, report abuse or access support. All staff receive training to understand these additional vulnerabilities and to ensure that safeguarding practices are adapted to meet individual needs.

We are committed to ensuring that all pupils can access help, express their views and be listened to. Where necessary, reasonable adjustments and additional communication support will be provided to enable pupils with SEND to communicate concerns and participate fully in safeguarding processes.

11. Expertise and training of staff

We are committed to ensuring that all staff have the knowledge, skills and expertise required to meet the needs of pupils with SEND. Professional development is an integral part of our commitment to inclusive practice and high-quality teaching for all.

The Headteacher, SEND DHT and SENDCO maintain strategic oversight of staff training and monitor the effectiveness of provision and staff confidence to identify professional development priorities. Training is provided for teaching and support staff.

Staff receive training and guidance on a range of SEND needs and evidence-informed approaches to support inclusion, participation and progress. Where appropriate, specialist advice and training may be sought from external professionals and agencies to further develop staff expertise and ensure that pupils receive effective support.

The SENDCO provides ongoing advice, guidance, coaching and quality assurance to support staff in implementing effective provision and fulfilling their responsibilities for pupils with SEND.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- MHST practitioners
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Early Help services
- Virtual School

13. Complaints about SEND provision

We are committed to working in partnership with parents and carers and aim to resolve any concerns at the earliest opportunity. If parents or carers have concerns about SEND provision, they should initially discuss these with their child's class teacher or the SENDCO.

If concerns cannot be resolved informally, complaints will be managed in accordance with the school's Complaints Policy. A copy of the Complaints Policy is available on the school website or from the school office.

14. Monitoring and evaluation arrangements

15.2 Monitoring the policy

This policy will be reviewed by the Headteacher, DHT and SENDCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing body.

15. Links with other policies and documents

This policy links to the following documents

- The local offer
- SEND information report
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

16. What should parents do if they have concerns that their child may have SEND?

If parents have concerns that their child may have Special Educational Needs and/or Disabilities (SEND), they should initially speak with their child's class teacher. The class teacher will arrange an appropriate time to speak with parents.

During this discussion, the class teacher will listen to and consider parental concerns alongside observations, assessment information, and evidence from school. Where appropriate, the class teacher may put in place additional adaptations, strategies and support through Ordinarily Available Provision (OAP) to help meet the pupil's needs within the classroom.

In some cases, concerns may be more appropriately addressed through pastoral support rather than SEND support. Where this is identified, the class teacher will seek advice from the relevant Phase Leader to determine appropriate next steps.

The class teacher may also seek advice from the SENDCO at this stage. If there is the need to do so, planned adaptations and support strategies may then be implemented and monitored over an appropriate period of time to evaluate their impact.

Following this period of support, the class teacher will review progress and communicate with parents to discuss how the child is responding. Outcomes of this review may include:

- Continuing the support where it is having a positive impact.
- Reducing or removing support where it is no longer required.
- Adapting strategies and provision to better meet the child's needs.
- Seeking further advice and support where concerns remain.

Where a pupil continues to experience difficulties despite high-quality teaching and access to Stage 1 Keep-up and Stage 2 Catch-up support, the class teacher will discuss the pupil's needs with the SENDCO. The pupil's progress, attainment and response to support will also be considered during pupil progress meetings three times a year involving the class teacher and Phase Leader. These discussions help to identify pupils who may require further assessment, additional support or a more targeted level of provision.

If it is determined that the pupil requires provision that is additional to or different from that ordinarily available for pupils of the same age, they may move to Stage 3 Targeted Support. At this stage, support will be planned and delivered through the graduated approach of Assess, Plan, Do, Review (APDR). The SENDCO and Phase Leader will provide strategic leadership and quality assurance to ensure that provision is appropriately matched to the pupil's identified needs and that progress is carefully monitored over time.

	Strategic lead	Delivery assurance	Graduated Provision at BBPS					Assess/plan/do /review record
Stage 5 EHCP	SENCO	SENCO	Education, Health & Care Plan (SEN Register) Targeted support: Executive functioning: Bespoke plan Speech, language & comm.: Bespoke plan Social and emotional: Bespoke plan Motor and physical: Bespoke plan Sensory: Bespoke plan					On SEN Register EHCP Termly review x2 plus formal annual review
Stage 4 Targeted plus ISP	SENCO	SENCO	TARGETED SUPPORT PLUS (Individual SEND plan with external SEND support given) Examples of targeted support plus: Executive functioning: Attention autism SSENS teacher's assessment and target setting Speech, language and communication: External speech and language assessment SALT targets- support overseen by speech and language therapist and/or blocks of support Social and emotional: MHST CAMHS Motor and physical: OT assessment Targeted OT programme delivery Bladder and bowel team Motor skills support Mobility adaptations Requiring personal care Physical and sensory disabilities eg sight, hearing, eating dis. Sensory: OT assessment Bladder and bowel					On SEN Register Targeted+ ISP plan SENDCO led termly review meeting records x3
Stage 3 Targeted ISP	SENCO and phase leader	SENDCO & phase leader	TARGETED SUPPORT (Where: Individual SEND plan) Examples of targeted support: Executive functioning: Specific and/ or 1:1 interventions linked to: working memory, processing speed, directing attention, executive function and specific learning difficulties eg dyslexia Evidence based interventions eg precision teaching Speech, language and communication: Black sheep NELI Social and emotional: Journey through the day ELSA Wider world skills group Motor and physical: Gross and fine motor interventions Sensory: Sensory circuits Sensory success					On SEN Register SENCO assessed & led or routine external S & L assessment Targeted ISP plan SENDCO led termly review records x 3 supported by pupil progress meetings
Stage 2 Catch-up and/or developing concerns	Class teacher & Phase leader	Phase leader	Ordinarily available provision (Where: Insight) Examples of group targeted support: chose from stage 1 and stage 2 Phonics: Catch up Dyslexia screening Westford interventions Reading: KS1 fluency plan BBPS reading fluency model Writing: Writing progression/ adaptation table Colourful semantics in groups Fine and gross motor groups Handwriting intervention Ark sentence mastery sequence Maths: Maths number fluency POS Maths intervention Ark ready to progress criteria Speech & language: Black sheep – used to support ark reading fluency and unlocking letters and sounds. SEMH/ASD Movement breaks Building sensory profile Transition support Use of regulation spaces Designated quiet spaces ELSA with trusted adults Play therapy					Learning needs CT assessment records Group support plans Pupil progress meeting outcomes dovetail with group support plans Potential SEMH Learning and interaction 1 page profiles eg may include ELSA, transition plans, play therapy, FLW fixed intervention period
Stage 1 Keep-up and/or other initial concerns	Class teacher	Class teacher	Adaptations within lessons (Where: teacher planning / assessment notes) <u>Examples</u> of adaptations to reduce cognitive load and support children to keep up and access the lesson: Phonics Keep up Closely matched decodable books Reading: Reading fluency Pre-reading Increased 1:1 reading Small group support Closely matched decodable books Writing: Dictation Colourful semantics in class Small group support Sentence stems Oral rehearsal Key vocab. prioritised Fine and gross motor practice opportunities Maths: Foundational knowledge Speech & language: Modelling Repetition (circling round) Oral rehearsal Pronunciation Use of phonics curriculum Visual aids SEMH/ASD Trusted adults Checks ins Visual timetable Now and next Planned changes discussed Carpet space Social stories					- Class teacher lessons plans and assessment records – notes on adaptations - Tracking data

