



Bearwood Primary School Special Educational Needs and Disability Policy

Adopted by Governors 11th June 2026

Introduction

This policy outlines the framework for Bearwood Primary School to meet its duty and obligation to provide a high quality of education to all its pupils, including pupils with special educational needs and disabilities (SEND). It complies with the statutory requirement laid out in SEND Code of Practice 0–25 years (2015) and

the Children and Families Act 2014. It is also informed by the Equality Act 2010 (updated 2025), the SEND Regulations 2014, and current safeguarding guidance including Keeping Children Safe in Education and Working Together to Safeguard Children.

Aims

At Bearwood Primary School we are committed to providing the very best education for all our children, and our guiding principle is one of inclusion. Through adaptive teaching, planning and provision, our aim is to raise the aspirations and expectations for all children to reach their full potential, including those with special educational needs and disabilities (SEND).

We recognise that all children learn differently and at different rates and we are committed to doing everything we can to meet the needs of children with SEND and break down any possible barriers to learning and engagement.

At Bearwood Primary School it is our belief that all children have an equal right to a full and robust education to enable them to reach their full potential.

Our objectives are

- To identify, at the earliest possible opportunity, barriers to learning and participation for all children with SEND
- Ensure that all children have access to a broad and balanced curriculum which is adapted to enable them to access learning alongside their peers
- Provide an accessible learning environment to best meet children's individual needs
- To value and encourage the contribution of all children at school
- Work in partnership with parents and carers at every stage of the SEND process
- To develop staff expertise to meet children's needs through well targeted and continuing professional development
- Work closely with external agencies and other professionals to hone and develop our provision for children with SEND
- Regularly monitor and track progress of children with Education Health Care plans (EHCP's) and those categorised as having special education needs support (SENS)
- Ensure that the school works within guidance provided by the SEND Code of Practice 2015

What is special educational need?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. SEN provision means educational provision that is additional to, or different from that generally provided for others of the same age in a mainstream school. ***Code of Practice 2015.***

Responsibility for SEND Provision

Every teacher is a teacher of SEND. Provision for children with SEND is a matter for whole school. The governing body, Headteacher, SENCo and all other members of staff have important day-to-day responsibilities to support and meet the needs of SEND pupils within our school.

The **designated SENCO** at Bearwood Primary School is **Miss Steventon**. She is responsible for co-ordinating the day-to-day operation of the SEND policy across the school.

Please contact her by phone: 0121 434 4499 or e-mail dawn.steventon @bearwood.sandwell.sch.uk

The SENCO responsibilities include:-

- Overseeing the day-to-day operation of the school's SEND policy in conjunction with the Headteacher
- Coordinating provision for the children with special educational needs
- Liaison with and advising all staff members, teaching and non-teaching.
- Advising on a graduated approach for SEND support
- Co-ordinating the application process for EHCP's and their subsequent annual reviews

- Ensuring all record keeping, records and information for SEND pupils is kept up to date
- Monitoring impact of recommendations and interventions and adjust accordingly
- Liaising with parents and carers of pupils with SEND
- Liaising with external agencies and professionals, for example Inclusion Support or Children's Therapies
- Contributing to the in-service training of staff
- Liaising with the external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Assisting class teachers to create Individual provision plans to meet the needs of pupils with EHCP's in their class

The Head Teacher has overall responsibility for the provision and progress of learners with SEND and will work closely with the SENCO and governing body to determine the strategic development of the SEND policy and provision within school.

The **SEND governor** responsible for oversight of our school's special needs provision is **Ms Jane Linton**. She can be contacted via the school.

Class teachers are responsible for the progress and development of every pupil in their class, including those with special educational needs. They work closely with any learning support practitioners (LSP's) and additional support staff within their class to deliver an adaptive curriculum and interventions to meet the needs of pupils in their care. They work closely with the SENCO to ensure EHCP provision and recommendations are in place and to regularly review progress, needs and next steps.

All other staff with supervisory roles should be aware of the needs of SEND children and the relevant strategies that have been agreed. Lunchtime supervisors will be informed by the class teacher.

The school recognises that **parents and carers** hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Identification, assessment and provision

The majority of children will have their needs met through typical classroom arrangements and appropriate adaptation of learning. A pupil has SEND where their learning difficulties or disability requires special educational provision which is 'different from or additional to that normally available to pupils of the same age' (SEND Code of Practice 2015).

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the learning and experience already established during the child's previous schooling or pre-school years. If the child already has an identified special educational need, this information may be transferred from their Early Years setting or a previous school, and the class teacher and SENCO will use this to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects, to establish whether the problems are due to limitations in their command of English or arises from SEN.

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the need. They make a referral to the SENCO to seek advice, and discussions may be had with parents. The school will put in place specific support and interventions and monitor for impact over a period of at least

half a term (6-7 weeks). If no progress is noted after this time, the child may be added to the school SEND register with parental permission and a discussion with the SENCO.

A Graduated approach to SEN support

SEND support arises from a cyclical process known as the 'Graduated Approach.' This systematic approach helps staff to provide tailored support to pupils to ensure that their individual needs are met effectively by continuously assessing their needs and adjusting support accordingly. This cycle is designed to be repeated as necessary to achieve the best outcomes for pupils.

The four stages of the graduated approach cycle are:

1. **Assess:** In this initial stage, the needs of the pupil are assessed. This involves gathering information from various sources, including teachers, parents, and the pupils themselves. The goal is to identify specific barriers. It is important to gain a clear understanding of the pupil's needs in order to plan effective teaching, determine support/provision or inform adjustments to the teaching or environment that will lead to improved progress and outcomes for the pupil.
2. **Plan:** A plan is developed outlining the support and interventions that will be implemented. This plan should include clear outcomes that the support/provision aims to achieve, as well as the methods and resources that will be used.
3. **Do:** In this phase, the planned interventions are put into action. The class are responsible for delivering the support and monitoring its effectiveness daily. This may involve implementing specific teaching strategies, providing additional resources, or working with teaching assistants.
4. **Review:** The final stage involves reviewing the effectiveness of the support provided. This review should assess whether the student has made progress towards the agreed outcomes. If the desired progress has not been achieved, the cycle may need to be repeated with adjustments made to the plan. At this point school may also decide to request further support from external agencies with parental permission.

This graduated approach allows decisions and actions to be revisited, refined and revised, leading to a growing understanding of the pupils needs and what supports the pupil in making good progress and securing good outcomes. Pupils who do not make adequate progress, despite normal classroom adaptations or targeted provision may be identified as having Special Educational Needs. At all stages, the pupil's parents or carers will be consulted and kept fully informed.

Monitoring Children's Progress

The school's system for observing and assessing the progress of all children takes place each term and this provides information about areas where a pupil is not progressing satisfactorily. Under these circumstances the class teacher will identify suitable interventions and/or provision for that child to catch up. These interventions/provisions will be additional to the quality first teaching and adaptive teaching taking place daily. Such interventions/provisions are discussed with Senior Leaders and SENCO at termly Pupil Progress meetings and reviewed half termly.

The key test for the need of action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- prevents the attainment gap between the child and his peers from widening
- reduces or closes the attainment gap between the pupil and their peers
- better the pupil's previous rate of progress
- ensures full access to the curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child behaviour

In order to help pupils with SEND, Bearwood Primary School will adopt a graduated approach to their needs. They may include using specialist expertise if school interventions are not having an impact on the

individual. The school will record the steps taken to meet the needs of pupils through provision plans and timetables or individual provision plans (IPP's). The SENCO has responsibility for ensuring that up-to-date records, provision maps and plans are kept. If we refer a pupil for an Education Health Care Plan (EHCP) the Local Authority is provided with records of our work with the child to date.

Reasons for a pupil being added to the SEND register may include the fact that they have:

- made little or no progress, even when teaching approaches are targeted in a child's identified area of weakness
- showed signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presented with persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- sensory or physical problems, and continue to make little or no progress, despite the provision of specialist equipment
- communication and/or interaction difficulties, and continue to make little or no progress

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve to their full potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEND will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like. Children will be encouraged to contribute to the assessment of their needs, reviews and the transition process wherever appropriate.

Throughout the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and encourage regular meetings to share the progress of their child. We inform parents of any outside intervention, and share the process of decision-making, by providing clear information relating to the education of their child.

Parents can request an appointment with the SENCO through a school email address or via telephone. Parents have access to the School Website, which has a detailed Special educational needs section.

The nature of Intervention

The SENCO and the pupil's class teacher will decide on the actions needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment
- Group or individual support, class based or as withdrawn groups to work with LSP's or specific teaching staff
- Extra adult time to administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies

After initial discussions with the SENCO, the child's class teacher will be responsible for implementing provision for the child and ensuring delivery of any individualised programme in or out of the classroom. Parents will continue to be consulted and kept informed of the actions taken to help their child, and of the outcome of any action. The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with teachers and parents.

The use of external agencies

Bearwood Primary School has support from several external agencies. These services may become involved if a child continues to make little or no progress, despite additional support and adaptation.

Inclusion Support provides the following members of staff to support both pupils and staff at school, these may include Educational Child Psychologist, Advisory Teacher for Learning, Social Emotional, Mental Health Advisory Teacher, Complex Communication and Autism Team, Sensory Support (Vision Support Team and Hearing Support team).

Additional external agencies can also be involved from Children's Therapies, such as the Speech and language Therapy Team, Physiotherapy or the Occupational Health therapy Team.

Our school also buys into the Enhanced Speech and Language Service, and we receive additional weekly support in school.

External specialists may act in an advisory capacity or to provide additional specialist assessment after working directly with the pupil. Individual outcomes and recommendations will be set for the pupil. These will be implemented, where possible, in the main, during the normal classroom setting.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over an extended period
- Continues working substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Continues to fall behind the level of their peers, despite having received intervention

Request for an Educational Health and Care Plan (EHCP)

When a pupil has demonstrated significant cause for concern, a request to the Local Authority for an EHCP may be made by the school in liaison with parents and external agencies. The parents of any child who is referred for an EHCP assessment, will be kept fully informed of the progress of the referral by the Local Authority. It should be noted that there is no duty to assess disabled children, if there is no SEN. Where a decision is taken not to issue an EHCP, the school will consider and implement the recommendations of feedback from the Local Authority regarding how the pupil's outcomes can be met through the schools existing provision.

Consideration of an EHCP takes into account:

- The views, interests and aspirations of the child or young person and parents.
- The child or young person SEN
- The child or young person's health needs which relate to their SEN
- The child or young person's social care needs which relate to their SEN
- The outcomes sought for the child or young person
- The special educational provision required by the child or young person
- Any health care provision reasonably required by the learning difficulties and disabilities which result in the child having SEND
- Ongoing school records with outcomes and provisions and progress made
- External agency evidence and reports

Provision maps and Individual Provision Plans

Interventions and supportive programmes used to enable the child to progress will be recorded on provision timetables and Individual Provision Plans (IPPs). A combination of short and long-term outcomes may be set for the child, the support and provision to be put in place. Plans will be reviewed half termly.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is adapted to enable them to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

We support pupils to work alongside their peers within their classroom. Wherever possible, we do not withdraw children from the classroom but incorporate activities and learning styles in their mainstream class to meet their needs and enable them to work alongside their peers. Teachers use a range of strategies and resources to meet children's special educational needs with lessons having clear learning objectives appropriately adapted to meet need. Children may work on a 1:1 or 2:1 basis or within a smaller group in class with additional support.

Children working on personalised curriculums may have access to bespoke 'pop up' interventions to support outcomes within their EHCP, particularly when focusing on SEMH or physical/sensory needs.

Bearwood Primary has no special units or hubs within its school.

Admission arrangements

Bearwood's admission arrangements are published separately and in line with the Local Authority's Admission Policy.

The Role of the Governing Body

The governing body has a duty to ensure that the school provides efficient education of all children, including children who have identified special educational needs. They will review this policy annually and will consider any amendments required.

Parents and carers have the right to raise concerns and are strongly advised to speak to the SENCo, Miss Steventon or Head Teacher, Mrs Haywood in the first instance. The school will support access to SENDIASS (Special Educational Needs and Disability Information and Advice Service), which is a free confidential and impartial service if parents require additional advice and support.