SPECIAL EDUCATIONAL NEEDS & DISABILITIES - (SEND) POLICY

BUTTSBURY PRIMARY SCHOOL

AN ACADEMY SCHOOL

Approved by:	Full Trust Board
Last reviewed on:	Spring 2026
Next review due by:	Spring 2027

This Policy complies with the statutory requirements set out in the SEND Code of Practice 0 – 25 YEARS (July 2014). This policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Bill in Spring 2014 and which has subsequently become the Children and Families Act 2014. The act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1 September 2014.

The Aim
In Buttsbury Primary School, we believe that every child, whatever their ability, has a right to experience a broad and balanced curriculum, as provided by the National Curriculum and to make optimum educational progress.

Our SEND policy aims to:

- Identify and support students with special educational needs and disabilities effectively.
- Provide a differentiated and inclusive curriculum that meets the needs of all learners.
- Work in partnership with parents, carers, and external agencies to support our students.
- Ensure that students with SEND have full access to the National Curriculum and to an equal opportunity to fully participate in all aspects of school life.
- Promote a culture of respect, understanding, and acceptance of individual differences within the school community.

All staff in school have a responsibility for maximising achievement and opportunities for vulnerable learners, **all teachers are teachers of pupils with special educational needs and EAL**. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is always shown towards all pupils.

School Policy - Roles and Responsibilities

Inclusion Manager (SENDCo) – Mrs N Robinson

She is contactable in person, by phone or email: senco@buttsburyprimary.essex.sch.uk

Buttsbury Infant Site - 01277 622821
Buttsbury Junior Site - 01277 623217

Mrs N. Robinson is an experienced teacher and SENDCo and has worked in these roles at another Essex primary school before joining Buttsbury Primary School as the Inclusion Manager in January 2024. She keeps up to date with current affairs concerning Special Educational Needs and has the National Award in Special Educational Needs. She plays a key role in the life of the school and is a member of the Senior Leadership Team.

A. ***Inclusion Manager –***

The Inclusion Manager will be responsible for:
1. The day-to-day operation of the policy.
2. Liaising with and advising fellow teachers.
3. Co-ordinating provision for children with SEND supported by Learning Support Assistants (LSAs).
4. Liaising with parents and outside support agencies such as Inclusion Partners, Occupational Therapists, Speech Therapists, Educational Psychologists and Paediatricians.

B. ***Learning Support Resources – Staffing***

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1. Inclusion Manager
2. Teaching Assistant (TA) assigned to work in each class during the mornings. Children whose learning difficulties require them to be placed at a level of Additional Support (according to SEND Code of Practice) receive support as necessary. LSAs to provide support for children with an Education Health Care Plan is in line with the requirements stipulated in their personalised curriculum.
3. TA/LSAs to work with groups or individual children, usually in class but children may sometimes be withdrawn.

C. ***The Head Teacher***
The Head Teacher has overall responsibility for the management of the policy.

D. **The Trustees**
Responsible for fulfilling their statutory duties by securing the appropriate resources and training for those required to implement the Code of Practice. A Trustee is appointed to monitor SEND. The SEND Trustee is Mrs P. Branch.

School Policy for Identifying Children with Special Educational Needs and Disabilities
Every teaching member of staff is directly responsible for identifying the needs of their class and providing adaptive teaching strategies within that class. Children considered to have difficulties that are greater than their peers will be referred to the Inclusion Manager.

Criteria for Referral on entry to school

On entering the school:

1. Children who have made little or no progress with their learning and are working significantly below their potential level of attainment are identified in their on-entry data.
2. Those children who are working at significantly lower levels than their peers/National Curriculum expectations.
3. Children who require more attention than is normally provided due to difficulty in learning, retaining information, or have behavioural, social, emotional or physical difficulties.
4. Children identified by pre-schools or other schools from which they transfer as needing support.

In accordance with the SEND Code of Practice 2014, four broad categories of need are identified:

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

Consideration of what is NOT SEND but may impact on progress and attainment is also made;

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN")
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Please refer to our Inclusion Policy regarding provision for all groups.

Referral to the Inclusion Manager
(Please see appendix 1)

1. Teachers to fill out the Initial Concerns form for the Inclusion Manager to review.
2. Discussion will take place between the Class Teacher and the Inclusion Manager relating to the child's needs.
3. The Inclusion Manager will observe the child and gather further information on the pupil.
4. If the child is thought to require Additional Support then they are placed on the Inclusion Register and an Individual Provision Map will be completed by the Class Teacher with Inclusion Manager's support, often involving liaison with outside agencies, and in consultation with the child and their parents.
5. Consideration of placement on Additional Support may include consultation with the school's Educational Psychologist and/or outside agencies.
6. Based on the learning outcomes the child may be allocated extra help, which may be either in the classroom or in a withdrawal group.
7. If a child's difficulties persist and their needs cannot be met at Additional Support, school, in consultation with the parents and after advice from the Educational Psychologist or Inclusion Partner, we may request an

assessment for an Educational Health Care Plan (EHCP). This may result in an EHCP being issued which will stipulate how the needs of the child are to be met.

Staged Assessment

Buttsbury Primary School, in compliance with the SEND Code of Practice and SEND Reforms, has a graduated approach to the identification, provision and support for all children deemed to require special educational provision. All children identified as needing additional provision will be placed on the Inclusion Register under one single SEND category.

At Buttsbury Primary School we use a robust assessment system and have therefore have five categories for identifying children with additional needs and tracking their progress with the first being an additional layer to monitor academics:

Academic Watchlist	During Pupil Progress meetings each half term, children who have not made the expected progress will be identified and added to a Academic monitoring list. These children may not have Special Educational Needs and Disabilities (SEND) but are not performing at their full potential. This could indicate the need for intervention or additional support in a specific area of learning. No formal paperwork is required for this level of support.
Monitoring	Children placed on the SEND monitoring list will be those we need to keep a close eye on concerning their progress, emotions, or behaviour. This level of support does not involve any formal paperwork.
Record of Concern	Students on a Record of Concern will have a personalised One Page Profile outlining necessary adaptations to support their learning. This will not include termly targets and will be reviewed during regular parent-teacher consultations. This level of support will not be formally recorded on the SEND register.
Additional Support	Children categorised under additional support will have a One Page Profile for adaptations and a One Plan where teachers will set termly targets. These targets will be reviewed three times a year to evaluate progress and ensure appropriate support levels. These meetings will happen before / after school or at a double parent evening appointment. This level of support will be formally recorded on the SEND register.
EHCP	For pupils with an EHC plan, the Inclusion Manager, class teacher and other professionals involved meet with Parent/Carers to review and plan targets and strategies, based upon the recommendations from the multidisciplinary EHC plan. For pupils with an EHCP, there will be a One Page Profile for adaptations, two One Plan meetings per year, and an annual review to monitor progress against EHCP outcomes. This is the highest level of support and will be formally recorded on the SEND register.

These outcomes will be reviewed termly by means of a meeting with the Class Teacher, child and parent and in some instances, Inclusion Manager for Additional Support.

The school has established a dedicated SEND Hub, on the infant site, supported through the Inclusion Framework Bid, to provide targeted provision for up to seven pupils with Education, Health and Care Plans (EHCPs) or that currently undergoing assessment. The Hub is overseen and monitored by the SENCo to ensure high-quality, consistent support. Pupils attending the Hub remain fully included in school life, returning to their mainstream classrooms for subjects where they can access learning successfully, and all pupils spend break and lunchtimes with their peers to promote inclusion, relationships, and a strong sense of belonging.

Distribution Of Time

Monitoring	Adaptation of tasks provided by Class Teacher. Possibly some short-term small group support from a LSA or TA, within class.
Record of Concern	In addition to the above it may be appropriate to allocate time with a TA either in class or small group withdrawal.
Additional Support	Continuation of above arrangements as detailed in the child's One Plan.
EHCP	Support as per EHCP.

Monitoring and Assessment

1. Annual reading testing takes place in September for all pupils in Key Stage Two; and again, in March for children who do not achieve:

Year Group	Scored under:
Year 3	8 years
Year 4	9 years
Year 5	10 years
Year 6	10:10 years

2. Twice annually assessments by the Class Teacher in reading, writing, maths and phonics (Key Stage 1). Progress recorded on school tracking grids.

3. Ongoing monitoring of work done towards One Plan outcomes. To be carried out by TA, LSA and Teacher with support from Inclusion Manager.

4. Progress will be discussed by the child, Class Teacher, LSA and the Inclusion Manager.

5. Formal reviews with parents and child, where appropriate, will take place each term to determine further support. A full school report will also be received in the summer term. Children with an EHCP also have Annual Review meeting with child, parent, Class Teacher, LSA, Inclusion Manager and maybe attended by the school's Inclusion Partner and any other outside agencies involved.

Inclusion Register
This is updated after each Pupil Progress meeting, which is half termly, as changes occur by the Inclusion Manager and all staff have access to this.

Supporting Children and Families
We support our children and their families in a variety of ways:
We have an 'open door' policy and encourage families to talk to us. We also signpost families to local groups and support centres.

The Local Authority's Local Offer can be found on the website www.essexlocaloffer.org.uk or from the school's SENCAN office – *Ely House, Ely Way, Basildon, Essex, SS14 2BQ*

Our Offer is available on the School website along with the SEND and Inclusion Policies.

SNAP Charity also provide invaluable support to our families. www.snapcharity.org/

Supporting Children at School with Medical Conditions
The school recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

- Some may also have SEND and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Please refer to guidelines set out in our Policy for Supporting Children with Medical Needs on our school website.

Trustee/Governor Responsibility
The named Trustee/Governor is responsible for liaising with the Inclusion Manager and staff to monitor compliance with the Code of Practice and the progress of children on the Inclusion register.

The Trustees and Governors, through the Finance Committee, will allocate necessary funds to meet the needs of the children receiving support and the funding of the training of staff to carry out the policy. The success of the support will be assessed annually and recorded in the SEND Provision Review.

Admissions:

No child will be refused admission to Buttsbury Primary School solely on the grounds that he/she has SEND. The school has wheelchair access and toilet facilities for the disabled. Please refer to the Admissions Policy for further details.

Complaint Procedure
If a parent is not satisfied with the help given to support their child, they should contact the Headteacher who will respond in line with the school's complaints procedure.

Staffing Policies and Partnership with Outside Agencies.

Staff Training
School to be represented at Billericay Community Trust inclusion meetings. Inclusion Manager to attend more specific courses as appropriate. Information to be shared with colleagues at staff meetings. Inclusion Manager to be available for advice and provide regular in-service training for TAs and LSAs.

Other Agencies
Inclusion Manager to consult with other agencies for advice and work with them as appropriate e.g. occupational Therapist has contributed activities for gym trail. Professionals from outside agencies may also be called upon to provide INSET for both Teachers, TAs and LSAs as appropriate.

Transition Arrangements

We have established an effective transition programme which helps all children. It is particularly beneficial to children who have special needs.

Pre-School to Reception

Our Early Years Leader visits all feeder preschools and meets with parents during the preceding summer term. Mrs N. Robinson, meet with parents and preschool teachers to discuss specific needs and prepare a support programme where necessary, so that it is ready for the autumn term. Transition books are provided for pupils.

Class to Class

All children have several visits to meet their new class teacher in the summer term. Extra visits will be offered to children who require them and a 'transition book' may be sent home if appropriate. At the beginning of a new academic year, the Inclusion Manager will inform teachers and LSAs about the SEND children in their class and provide them with the summer term's targets and any other medical information. Relevant courses will also be arranged for staff. Transition book provided for pupils.

Infant site to Junior site

Additional transition days will be available to SEND pupils in the summer term to help them become accustomed to the demands of a new environment.

Juniors to Secondary

Meetings also take place between Year 6 staff and secondary staff prior to transfer to key stage 3. Secondary Inclusion Manager is invited to attend Year 6 annual reviews and in some cases Year 5 transitional reviews for children with an EHCP'.

Monitoring and Review

Policy Date: Spring 2026
Policy Review Date: Spring 2027

Appendix

Identification and Assessment Process

Stage one

Parents/Carers Concern

Teacher Concern

Class teacher completes SEND Initial Concerns form– place in child's folder.
Class teacher then discusses referral with the SENDCO.
SENDCO to observe child if necessary –place in child's folder.

Are there still concerns?

Yes

Class teacher to meet with parents/carers, explain concern and complete stage 1 parent form – place in child's folder.

No

Concerns currently do not require attention. Class teacher to monitor child's progress. Adaptive teaching to be monitored. Pupil monitored during learning walk & PPM

If the concern was raised by parents/carers, class teacher to meet with parent and feedback – record on a consultation sheet, place in child's folder.

Stage two

Teacher completes Stage 2 assessments ensure Speech & Language assessment completed – place in child's folder.

Are there still concerns?

Yes

No

Class teacher to meet with parents/carers and feedback. Class teacher to monitor child's progress - – record on a consultation sheet, place in child's digital folder.

Child to be placed on the monitoring list. Teacher to meet with parents/carers and discuss targets. Monitor child's progress and liaise with parents.

Stage three

Teacher to complete the One plan, that includes smart targets and One page profile ready to be discussed at parents/careers meeting

Meet with parents/carers and pupil to discuss Targets and One Page Profile. Amend. Agree targets. Parents to sign the relevant permission forms.

SENDCO to place the child on the Inclusion register and the Assess, plan, do and review cycle. Monitored by SENDCO through learning walks, observations, pupil voice & book looks.