

SEND POLICY



Owned and Written by	Janine Hobson Inclusion Manager	Date December 2025
Approved by	Full Governing Body	Date 24/03/2026
Date for Review	Autumn 2026	

BUSHMEAD PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Vision

At Bushmead children are empowered to be active, confident learners where they are inspired to be creative and excel.

Rationale

This school values the abilities and achievements of all its pupils. We are committed to discovering and providing the best learning conditions for each pupil, promoting development in understanding and social maturity alongside their peers wherever possible.

Philosophy

All children have the same entitlement to the full range of the school curriculum. We are committed to making this accessible to all our pupils through **adaptation and** differentiation and varied teaching styles according to individual needs. Children with special educational needs or disabilities are the responsibility of all staff and they have a duty to do their best for them and to show them equal respect.

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report and The Equalities Act (2010), which sets out definitions of SEND.

Definitions

The 2014 Code of Practice states that 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. 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."

"A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools."

A disability is defined by the Equality Act 2010 is '...a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities'. Making higher quality differentiated teaching (normally available to the whole class) is likely to mean that fewer pupils will require such support.

Objectives

- To identify special needs in individual children.
- To provide a strategy for meeting those needs.
- To support staff in addressing the needs of pupils with special educational needs or disability.
- To ensure that children work at appropriate levels with differentiated resources.

- To raise the self-esteem and expectations of all pupils.
- To implement a system for monitoring and evaluating each child's progress.
- To create a framework for parental involvement and for external support services.
- To ensure smooth transition of pupils between different stages of evaluation and phases of their education.
- To identify and provide appropriate resources.

Admission arrangements

Admission arrangements for children with special needs are the same as those for all children.

Where a child has an EHC Plan the school will be contacted, by the local authority responsible for the plan, in advance so that a smooth transition can be put into place.

Identification and Assessment arrangements

In accordance with the *Code of Practice*, Bushmead Primary School accepts that a child has special educational needs if he or she has a learning difficulty that calls for special educational provision.

For example:

- If he/she has a significantly greater difficulty in learning than the majority of children of the same age.
- A child with special needs may have a disability which either prevents or hinders the child from making full use of normally available facilities.
- A child may be under compulsory school age and fall within the above definitions or would do so if special educational provision was not made for them.

At Bushmead Primary School we do not regard children as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. In addition to this, we accept that a child identified as more able using the school's criteria may also have special educational needs or disability.

Special educational provision means:

For children of age 2 or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.

The Inclusion Manager for Bushmead Primary School is Amy Clark.

The SENCo for Bushmead Primary School is Rebecca Picton

Identification of children with special needs:

1. Baseline assessments on entry to the school.
2. Identification/notes from previous schools.
3. Class teachers' on-going records and observations; Inclusion Manager's classroom observations/assessments following concerns raised by staff.
4. Reports from professionals.
5. Samples of work, annotated with reference to National Curriculum programmes of study and the stage the child is attaining, together with observations of behaviour.
6. Results of tests e.g., or teacher assessment.
7. In school assessments e.g. cognitive profiling identifying an area of difficulty or need or Speech sounds assessment identifying missing sounds to focus on.

SEND Process

Bushmead Primary School uses a graduated approach for dealing with special needs as set out in the 2014 Code of Practice.

See Appendix 2 for The Graduated Approach

ASSESS

This could involve a range of methods including, but not limited to, teachers' assessment of pupil progress, attainment and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and young people and observations.

In some cases, external professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENDCo will contact them, with parental consent.

PLAN

This is likely to involve the SEND team and parents, working with teachers to plan appropriate provision, which is clearly communicated with all concerned. This may be in class support or more targeted provision and intervention. Any planning will have a clear focus on expected outcomes for the child or young person. This will also be recorded on the school's information system and an Individual Education Plan or Provision Plan may be formulated.

DO

The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all pupils, it is imperative that teachers work closely with any support or specialist staff involved to plan and assess the impact of targeted interventions. The SENDCo will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

REVIEW

The progress of pupils who are receiving SEND Support should be reviewed termly and should include parents three times a year. The impact and quality of the support and interventions will be evaluated and will feed back into the analysis of the pupil's needs. The class or subject teacher working with the SENDCo will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education & Health Care Plan (EHCP) the Local Authority, in cooperation with the school, must review that Plan as a minimum of every 12 months.

Managing the needs of Pupils on the SEND Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed **three times a year at 2x Parent Consultation Evening and one online**

meeting June/July in preparation for transition. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- the progress and development of all pupils including those with SEND
- ensuring all children are planned for and fully included in the classroom
- creating provision plans **three times a year** identifying SMART targets for each child on the SEND register
- regular liaison with parents and the **Inclusion Manager**
- effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND

Learning Support Assistants (LSAs) are responsible for:

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists.
- record keeping
- maintaining specialist equipment
- regular communication with class teacher and SENDCo

Implementing provision and adaptation as instructed and guided by the class teacher

Following and implementing programmes of support as per the evidenced based interventions used within the school

The Inclusion Manager **is-** responsible for:

- the SEND policy and its implementation
- coordinating support for children with SEND
- updating the SEND register and maintaining individual pupil records (including **supporting class teachers with** provision plans)
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- line managing SEND support staff
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEND.
- mapping SEND provision throughout the school
- maintaining links and information sharing with receiving schools

Using assessment tools to support in identifying possible underlying needs

Mapping LSA deployment across the school in conjunction with phase leaders

Monitor progress and attendance of SEND pupils across the school

Replying to consultation requests as and when received from the Local Authority

Role of the Governing Body

In line with the SEND Code of Practice, the Governing Body must:

- i. Do its best to ensure necessary provision for any pupil who has special educational needs or disability
- ii. Ensure that, where the 'responsible person' has been informed by the Local Authority that a pupil has special educational needs or disability, those needs are made known to all who are likely to teach them
- iii. Ensure that all teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs or disability

- iv. Consult the Local Authority and governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- v. Ensure that a pupil with special educational needs or disability joins in the activities of the school together with pupils who do not have special educational needs or disability, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- vi. Report to parents on the implementation of the school's policy for pupils with special educational needs or disability
- vii. Have regard to this code of practice when carrying out its duties toward all pupils with special educational needs
- viii. Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Most of the day-to-day responsibility for these points will rest with the Inclusion Manager who would ensure that the Headteacher is always informed of all actions taken.

Criteria for removing pupils from the SEND Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Statutory Assessment

If a child continues to have difficulties that constitute a significant barrier to learning, the parents or school can request the Local Authority to make a statutory assessment. The school will provide the Local Authority with all the relevant information to enable them to make a decision on whether to provide the child with an EHCP, incorporating joint planning across health and care.

Access to Curriculum

All children follow a balanced and broadly based curriculum, including the National Curriculum. Some may need to have the curriculum differentiated or may progress in smaller steps. Some children may need adult help or will record work in different forms i.e., pictorially or verbally. We use National Curriculum programmes of study as broad experiential areas within which to set individualised objectives for pupils.

Children will be excused from the SAT's exams or be allowed special arrangements if it is recommended on their EHCP, or where it is seen as being in the best interests of the child after discussions with all relevant bodies.

Criteria for Success

- i. Pupils are identified at an early stage of their need.
- ii. We can identify that progress is being made to meet these needs.
- iii. SEND is an integral part of curriculum planning in all subjects and a whole school approach is being taken.
- iv. When teachers are differentiating the curriculum as shown in **curriculum framework**
- v. When pupils are achieving objectives with tangible evidence available.

- vi. When pupil self-esteem and teacher expectations are rising and success is being achieved, evidence may be: increased awards, improved attendance, improved behaviour, a greater enthusiasm and keenness to learn.
- vii. Information and evidence are available indicating the current stage of learning and achievement that can be used for setting future targets.
- viii. Parents and external agencies are regularly involved in consultations with the school to consider how best to address each child's special educational needs.
- ix. Pupils move through the stages of assessment and schooling confidently with agreed support and advice.
- x. A system is in place to identify and allocate appropriate resources.
- xi. All parties are confident that this policy has addressed and answered their questions and concerns.

Complaints

Complaints about SEND provision are dealt with in accordance with the schools' complaints procedure as detailed in the School Prospectus.

In-Service Training

As Bushmead Primary School believes in a whole school approach to helping children with special needs, we are keen to keep abreast of good practice. INSET takes place regularly as part of the school's ongoing programme. The Inclusion Manager may discuss new implications relating to the Code of Practice, relay information and advice given on Local Authority courses or a speaker may be invited in to talk on a relevant topic.

External Assistance

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies.

These agencies include:

- Educational Psychology Service (EPS)
- Luton Support Service (LSS)
- Speech and Language Therapy Service (SALT)
- Behaviour Support Service (BSS)
- Autism Outreach Team (ASD Team)
- Physiotherapy and Occupational Therapy
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)
- Luton Provision & Special School Outreach services
- Next Steps Alternative Learning Provision (ALP)

ELSA supervision

SEMH pathway

Parents in Partnership

This Policy should be reviewed in line with the LBC Local Offer.

Parents are always welcome in school and time will always be made by staff to discuss their concerns or worries. Parental involvement and assistance in helping children with SEND is important as it gives the child confidence that everyone is working together in their best interests.

The school will:

- Inform and involve parents from the start of any SEND provision.
- Explain to parents the stages and processes we will be going through to help their child and keep them fully informed of progress.
- Notify parents of any changes in the provision for their child. Their opinions are always sought and noted and they are invited to reviews on an annual basis.
- Give parents the opportunity to regularly check their child's SEND provision

The 'Waves of Support at Bushmead Primary School' is shared with all parents each year. (Appendix 3)

Involving Pupils

We believe that children should be included in the decision-making process on their educational future, both short and long term, wherever possible. Children have the right to have their opinions considered and this deeper involvement will enable this to happen. We ascertain the pupils' voice towards their targets in the Provision Plan reviews and in trialling new programmes and resources to be used in school. We also ensure that the SEND pupil voice is represented yearly on the School Council.

Storing and Managing Information

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEND files are kept in the SENDCo office, in a locked cabinet or on the Schools secure record keeping software (CPOMS). Individual SEND files are transferred to receiving schools when pupils leave Bushmead Primary School and are confirmed to be on roll.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (July 2014) and has been written with reference to the following related guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

School SEND Information Report

The National Curriculum in England Key Stage 1/2 framework document

Safeguarding Policy Accessibility Plan Teachers Standards 2012

Appendix 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Equality Statement

We have carefully considered and analysed the impact of school policies on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirements to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Wave	Wave 1	Wave 2	Wave 3	Wave 4
Description	Quality first teaching - what every child receives Reasonable adjustments are in place	Not making expected progress despite reasonable adjustments and QFT at wave 1. Targeted, short term intervention takes place Interventions are likely to be only in 1 or 2 areas of need	SEND Register (K) Longer term intervention	EHCP
Types of need	Diagnosed need but being met through quality first teaching Children who need particular strategies in place but are not beyond quality first teaching or reasonable adjustments	Diagnosed needs but also those children who are receiving targeted support due to attainment gaps	Indepth assessment - possibly a more holistic look at needs Possible specialist support from external agencies Ongoing support needed to meet child's needs via evidenced based interventions with targets that are measurable. Support needed is likely to cover multiple areas of need	Support is over and above additional to and different from Highly personalised and closely monitored specialist provision Specialist support from external services
Identification of need	Class teacher/LSA	Based on teacher data, children not making expected progress, despite QFT and in class/year group APDR CPOMS completed to alert inclusion and observations and assessments completed where necessary, with advice and guidance	Little or slow progress being made on the interventions currently taking place that have been instigated by both phase team/class teacher and Inclusion team.	Long term support and interventions in place but little or slow progress is being made. Outside agency advice received and embedded. EHCP application made
Provision map link	Passport may be in place	Possible passport and targeted intervention that is baselined and tracked for a minimum of 6 weeks Interventions will be logged on Provision Map and reviewed but not a full plan.	Individual learning plan reviewed 3 times a year	Individual learning plan and EHCP EHCP feeds into the learning plan which is reviewed 3 times a year EHCP is reviewed annually.
APDR Cycle:	Passport is shared at each Parents' Evening and updated if necessary Updates can be added when needed	All provisions reviewed 3 times a year, prior to data drops so all assessment information can be combined to make decisions about next steps holistically. Passport is shared at each Parents' Evening and updated if necessary Updates to passports can be added when needed	All provisions reviewed 3 times a year, prior to data drops so all assessment information can be combined to make decisions about next steps holistically. Plan is available for parents to see on Provision Map at all times but they cannot comment. Parents can see learning plan review week running up to parents' evening and then can add comments. Children's views gathered week before parents' evening. Separate passport not needed as this forms part of the plan.	All provisions reviewed 3 times a year, prior to data drops so all assessment information can be combined to make decisions about next steps holistically. Plan is available for parents to see on Provision Map at all times but they cannot comment. Parents can see learning plan review week running up to parents' evening and then can add comments Children's views gathered week before parents' evening. Separate passport not needed as this forms part of the plan. EHCP targets reviewed 2 weeks prior to EHCP and key staff attend annual review. Pupil views gathered from students with an EHCP prior to the meeting by teacher/LSA and added to Provision Map Pupil can attend annual review
Code	Wave 1 + D for those with a diagnosis The background code for SEND with be N as these children are not on the formal SEND register	Wave 2 + Speech, Language and Communication Needs, SEMH, Cognition and Learning or Sensory and Physical. Area of focus can be seen on Provision Map The background code for SEND with be N as these children are not on the formal SEND register	K	E
Children can move up and down the waves depending on the support they are receiving Each cycle of APDR should last at least 6 weeks but it will be dependent on the individual needs of the child.				

Waves of support at Bushmead Primary School

Wave 1	Wave 2	Wave 3	Wave 4
<p>All children at Bushmead Primary School receive inclusive strategies which are embedded into high quality teaching and whole school policies, processes and systems.</p> <p>Reasonable adjustments are embedded into everyday practice as outlined in the Equality Act 2010.</p> <p>Some children with a diagnosis of need will make expected or greater progress with high quality teaching and reasonable adjustments.</p> <p>Some children at Wave 1 may need a passport to outline the specific reasonable adjustments and any guidance from professionals regarding their needs.</p> <p>Children at Wave 1 will not be on the SEND register but will be recorded on our internal pupil management systems as wave 1 so staff are aware of their individual needs where appropriate.</p>	<p>Targeted interventions and support for SOME learners.</p> <p>Internal assessments, both formal and informal, help identify gaps in some learner's progress and understanding.</p> <p>Short term, evidenced based interventions are used by the class teacher, year team staff or wider school colleagues to close the gap in learning or skills. A baseline is taken prior to the support starting and repeated once finished to understand the progress that has been made.</p> <p>Most children at wave 2, once supported with short term, targeted support will move down to Wave 1.</p> <p>Some children at Wave 2 may need a passport to outline the specific reasonable adjustments and any guidance from professionals regarding their needs.</p> <p>Children at Wave 2 will not be on the SEND register but will be recorded on our internal pupil management systems as wave 2 so staff are aware of the support they are receiving.</p>	<p>Personalised support that is tailored and specific to an individual's needs for SOME learners.</p> <p>Children at Wave 3 require 'provision different from or additional to that normally available to pupils of the same age' to meet their individual needs as specified in the SEND Code of Practice.</p> <p>Individual or small group targeted support may need to continue for a longer period of time to support progress and may cover a range of areas.</p> <p>Outside agencies and specialist professionals may be called upon to offer advice and guidance to enhance the support offered and understand an individual's barriers to learning.</p> <p>A Learning Plan will be created on Provision Map outlining the current targets being worked on and reviewed at the two parent teacher consultation evenings and at one final online meeting towards the end of the year.</p> <p>High quality teaching continues to benefit the needs of the children identified at wave 3.</p> <p>Children at wave 3 will be on the SEND register.</p>	<p>Specialist support for a SMALL NUMBER of learners</p> <p>Children at wave 4 will have an Education and Health Care Plan (EHCP), as assessed and agreed by the Local Authority</p> <p>The EHCP will outline personalised and specific outcomes and the provision needed to meet those outcomes.</p> <p>A Learning Plan will be created on Provision Map, linked to the EHCP and reviewed at the two parent teacher consultation evenings and at one final online meeting towards the end of the year.</p> <p>External professionals will be involved in advising and guiding the targets and provision which are reviewed each year at the annual review.</p> <p>High quality teaching continues to benefit the needs of the children identified at wave 3.</p> <p>Children at wave 4 will be on the SEND register</p>