



Bilton CofE Junior School
Bilton Infant School
Bawnmore Community Infant School



BILTON COMMUNITY FEDERATION SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

This policy has been created taking into account the guidance from Warwickshire County Council, the Department of Education and the [‘SEND Code of Practice: 0 to 25 years’](#)

POLICY APPROVAL	
Statutory, recommended, or additional policy	STATUTORY
Policy review cycle	2 YEARS
Policy reviewed by	E Newton (Executive Headteacher)
Policy review date	Nov 2025
Date of next review	Autumn 2027
Date approved by Governing Body	December 2025

Introduction

It is our aim that our policies and procedures reflect our vision and values as a federation.

Vision: 'Empowering children to make a positive impact on the world.'

Values: Care, Honesty, Respect, Co-operation, Forgiveness and Resilience

As part of our vision to empower children to make a positive impact on the world, the Bilton Community Federation schools are committed to providing high quality care and education to all of the children who learn and play at our school. We believe that all children, including those identified as having special educational needs or a disability (SEND) are entitled to a broad and balanced academic and social curriculum, which is accessible to them. They must have every opportunity to be fully included in all aspects of school life.

Our school's values place inclusion, equality and high aspirations at the centre of all that we do for all children. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish, feel safe and benefit from high quality teaching. This does mean that children will all have access to the same curriculum but it does not mean that we will all access it in exactly the same way; we will respond to learners in ways which take account of their varied life experiences and needs so that they are able to achieve to the best of their abilities.

Aims

- To identify and provide for pupils who have special educational needs and additional needs;
- To work within the guidance provided in the SEN code of Practice, 2014;
- To operate a holistic approach to the management and provision of support for special educational needs;
- To provide a Special Educational Needs Disability Co-ordinator who will work with the SEND Policy;
- To provide support and advice for all staff working with children with special educational needs and disability.
- To promote the attainment and progress of all SEND children in academic and personal development and provide all children with equal access to opportunities and the curriculum.

Identification

A child or young person has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

Schools will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them (SEND Code of Practice January 2015 Paragraph 6.8 onwards).

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

In ensuring access to the curriculum our schools then follow a graduated response to ensure children's needs are met through effective provision.

A Graduated Response is as follows:

1. In class differentiation
2. Intervention
3. Request for specialist support and advice from external professionals (e.g. Specialist Teacher, Educational Psychologist, Speech & Language Therapist)
4. Request for an Education, Health and Care Plan
5. Educational Health and Care Plan implementation

1. In class differentiation

Children's needs are met by a differentiated curriculum ensuring they are progressing at an appropriate level for the individual. This is managed by the class teacher and driven by Quality First Teaching approaches.

2. Intervention

If a child's progress is below expectations and in class differentiation is not sufficient to close this gap, a concern will be raised by the class teacher with SLT.

Termly assessment points serve as checkpoints to raise concerns if these haven't already been done so. The SLT will discuss with the class teacher what additional support may be put in place. In some cases, this will mean an intervention will be planned to meet a specific need. This may be carried out by the class teacher, a Teaching Assistant or a specialist teacher.

The class teacher is responsible for leading and monitoring the provision for the child on a daily basis. At this stage, or possibly earlier, a class teacher may have concerns that a child has special educational needs. A parent might also express concerns to the class teacher. When this is the case, the class teacher will speak to the SENDCO and a meeting will be had with the parents to discuss whether the child will be put on the SEN register. These meetings and concerns will be logged.

The SENDCO will review this information and discuss with the class teacher and Head of School what the next steps should be. They may decide to carry out an assessment(s), observe the child and/or request specialist support (see below). Please note, teachers may also use their knowledge of the children in the class to plan interventions to accelerate progress or target a gap for children at any level of attainment so that if children take part in an intervention, it might be an opportunity to accelerate progress rather than to address a concern.

3. Request for specialist support

At times, it may be decided that a child requires specialist support from an outside agency. This will happen in consultation with parents or carers. In these cases, the SENDCO will inform and meet with outside agencies to discuss the needs of the child and agree actions to be taken. The SENDCO will also ensure advice from the specialist is passed on to adults involved with the child such as class teachers, teaching assistants and parents.

4. Request for an Education Health and Care Plan

It may be decided that an Educational, Health and Care plan needs to be requested for the child so that the school is able to provide additional support. This may be because, despite having an individualised programme and/or concentrated support, the child:

- Continues to make little or no progress in specific areas over a long period of time;
- Continues working substantially below age expected levels;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised support;
- Has sensory or physical needs, and now requires additional specialist equipment or regular advice or visits by a specialist service;
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

In these cases, evidence will be collected and submitted to the Local Authority where they will consider the need for statutory assessment and, if appropriate, make a multidisciplinary assessment. In these cases, the SENDCO

will coordinate the gathering of evidence with parents, the class teacher and any other adults involved.

5. Education Health and Care Plan

Where a child has had an Education, Care and Health Plan agreed, the actions and targets to be met will be agreed by all relevant adults involved with the child. The Education, Health and Care Plan will then be written following Local Authority Guidelines. Once it is implemented in school the SENDCo:

- Is involved in any further assessments of the child;
- Plans future interventions for the child in discussion with colleagues;
- Monitors and reviews the action taken.
- Arranges and attends an annual review to ensure the child's needs are reviewed and changed if necessary.

A child who is identified as having SEN is placed on the school's SEN register with reference to the specific need or needs identified.

Factors which do NOT CONSTITUTE SEN but may impact on progress and attainment include:

- 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 Additional Language - EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Bilton Community Federation schools adopt the graduated response as per the Code of Practice's (2015) guidance through SEN Support in Schools and use the Assess – Plan – Do – Review model for the provision for pupils with special educational needs.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

There are different levels of support available to pupils.

1. The **first (Universal Provision)** is effective Quality First Teaching offered to all children.
2. Our **second level of support (Targeted Provision)** is for those children who need some extra help. The SENDCO has developed a Provision Map with specific, time limited programmes of work. Children will be chosen to work in small group interventions delivered by a Teacher or Teaching Assistant. These interventions are designed for children for whom a well-structured short-term programme is all that is needed to enable them to make accelerated progress.
3. The **third level of support**, sometimes referred to as **Higher Level Provision**, is for children for whom Quality First Teaching and group intervention programmes are not enough. This may be a more intensive programme, involving specialist expertise in the delivery, and may involve individual support. At this level the pupil will have been added to the SEND register.

Pupil Participation

We support children in a manner that acknowledges their entitlement to share the same learning experiences

that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. We recognise the importance of children developing social as well as educational skills.

Children are involved at an appropriate level and are encouraged to make judgements about their own performance at their termly review. We recognise success here as we do in any other aspect of school life.

Pupil Targets and Pastoral Support Plans

Children on the SEN register will have Pupil Targets. This document is developed for any child identified as having SENs and requiring support beyond that offered by normal classroom differentiation. Pupil Targets will be written by class teachers in consultation with the SENDCo, parents and other staff and specialist teachers who are supporting the child. Pupil Targets will summarise a child's strengths and learning targets relevant to the individual at the point they are at in their learning journey. The targets are intended to be short term and are reviewed three times a year. Pupil Targets should be a living document, to be considered when planning for relevant curriculum areas and personalised learning activities. Targets will be discussed and shared with children in an age appropriate manner and the child will also be involved in the review process.

Pastoral Support Plans (PSPs) are written for children who require support and intervention relating to behavioural needs. These plans outline how all adults should interact and respond to the child on a day-to-day basis to support them to behave in line with expectations and what further support and consequences are implemented should the child start to behave in a way that is below expectations. The plan is agreed with parents and the child, as well as the class teacher. Outside agencies may also be involved directly or in an advisory role. Once complete, the plan is then shared with all staff so that they approach and respond to the child in the same, consistent way. The PSP is also reviewed on a regular basis.

Supporting Families

The school website has links to the LA local offer. All relevant policies for parents are accessible via the school website and paper copies can be requested from the school office.

A close partnership with parents will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the needs of their child. Pupils with special educational needs will benefit from the school's close working relationship with the numerous external support agencies, which offer advice and support. Provision for special educational needs in this school will benefit from the close links we have with other schools by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

If you are unhappy with the provision made for your child and feel that you need to make a complaint, we ask that you first talk to your child's class teacher and the school SENDCo. The full complaints procedure and policy can be found on our school website under 'Policies'.

Training & Resources

The school organises a comprehensive programme of training for teachers and Teaching Assistants, involving the sharing of in-house expertise and training from external specialist teams. We constantly reflect on current practice and needs within the school and seek to ensure that everyone working with our children has the necessary skills, advice and training, and in doing so, seek to ensure the best provision for our children.

The SENDCo attends SEND briefings in order to keep up to date with the local and National priorities for SEND.

The SENDCo and senior leaders are involved in the performance management of TAs. As part of this process, training needs and opportunities for professional development are identified and addressed. Training opportunities and professional development targets are also linked to school priorities within the School Improvement Plan.

All teachers and support staff undertake induction on taking up a post and this incorporates an introduction to the school's SEND systems and structures. When appropriate, they also meet with the SENDCo to discuss the needs of individual pupils.

Monitoring & Evaluation of SEND

1. Progress of SEND children.

The school reviews the support provided to all children, in order to ensure provision is always effective and of high quality. This is mainly achieved through Pupil Progress meetings which take place every term.

- A Pupil Progress meeting takes place with every teacher and with the SENDCo. At these meetings the progress of SEND children is analysed and reviewed, as is the impact of intervention programmes.
- The Pupil Progress meetings include an initial discussion of next step targets and intervention/support.
- Class teachers are then responsible for updating the Pupil Targets in consultation with relevant staff, outside agencies, parents and the child.
- If significant progress is made towards age-related expectations, and a child becomes more able to access the curriculum through standard classroom differentiation, a decision may be made to change or reduce the degree of support provided. This would be done in consultation with all relevant staff and parents, and after careful review of the evidence.
- Conversely, if the gap between a child's attainment and age-related expectations increases, and/or the child's ability to access the curriculum lessens and barriers to learning increase, then support for the child will be reviewed and necessary next steps implemented.
- All decisions about the support provided are made within the limitations of the resources available to the school.

2. Monitoring of provision.

The monitoring of planning, teaching and children's learning which is carried out by the Leadership Team will also include reference to SEN provision and progress. Such monitoring is used to inform our termly strategic planning, the allocation of resources, Performance Management targets for staff and training needs.

3. Monitoring of Improvement priorities.

The leadership team and governing body all carry out a range of monitoring activities to evaluate the impact of school improvement measures on attainment and broader outcomes. This monitoring is also used to identify subsequent next steps. Such monitoring is part of the Monitoring and Evaluation Schedule at each school and linked to the governing body monitoring schedule. Improvement priorities may relate to any aspect of SEND provision.

4. Governor monitoring.

In addition to the monitoring of improvement priorities outlined above, the governing body monitor all aspects of SEND through a named governor. This governor meets with the SENDCo on a termly basis to discuss current priorities, evidence, new training, latest legislation. SEND is also reported into the committee and full governing body structure via Head of Schools reports, which outline current priorities.

Roles & Responsibilities

1. The SEND Governor

The SEND Governor meets with the SENDCo on a termly basis to discuss current school policies and practice, and Local and National updates to SEND. The SEND Governor and Head of School report to the Performance and Standards Committee and where necessary to the Full Governing Body on matters relating to SEND policy and practice.

2. The SENDCo

The SEND Coordinator (SENDCo), in collaboration with the Leadership team and Governing Body, plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND. The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordination of the provision made for individual children with SEND, working closely with staff, parents and carers, and other agencies. The SENDCo also provides related professional guidance and training to colleagues and organises training by external providers where necessary.

3. Teaching Staff

The role and responsibilities of teachers and education support staff (Higher Level Teaching Assistants and Teaching Assistants) will be to ensure the day to day provision and plans for pupils with SEND are being actioned.

Admissions Policy

The schools follow the Warwickshire County Council Admissions Policy.

Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with an Education, Health and Care Plan, the child's parents can request that a school be named on the plan. No pupil can be refused admission solely on the grounds that she/he has special educational needs or a disability. The SENDCo will work closely with the LA named officer in coming to a decision about the most appropriate provision for the child. When a child with an EHCP transfers to one of our schools, the SENDCo / Head of School will plan and implement a transition programme with the feeder school, parents and child.

Storing & Managing Information

All SEND records are stored on the school's internal IT systems and securely backed up regularly. Physical paperwork is stored in locked pupil files. Relevant documents, including a child's EHC Plan, are copied for class teachers and teaching assistants and kept within files. All school documents are treated as highly confidential. Records for any child transferring from our school to another school at any point in their education, are sent to the new school. All Year 2 (Infants) and Year 6 (Juniors) SEND records are handed securely on to the relevant Junior / Primary or Secondary schools at the end of the Summer term.

Dealing with Complaints

Please refer to our Complaints Policy which is available on the school's website.

Concerns about Statutory Assessment processes for SEND should be raised directly with the Local Authority.