



Special Educational Needs and Disabilities Policy

Version	Date	Author	Status	Summary
14	November 2025	Lauren English	Approved	Significant additions
Review cycle:		Approved by:		Review date:
Annually		FGB		November 2026

Policy aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become kind, confident learners
 - Help pupils with SEND make a successful transition into their next school
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

The SEND Policy is reviewed annually by the Full Governing Body. It is published on our school website and a copy can be requested from the school office.

Vision and Values

Our vision is to provide a nurturing and inclusive environment in which all children develop emotionally and academically. When they leave our school, all pupils will have built secure foundations to be kind, confident learners who are ready for the next stage of their education adventure. We are a little school that aims to make a big difference to our children, their families and the wider community.

Our core values underpin all that we do and these are:

Be kind. Be confident. Love learning.

Aims

In support of our vision and values we aim:

- To challenge and motivate each and every child
- To continue to raise standards and achievement level
- To ensure the needs of every pupil are met appropriately

Buryfields Infant School provides an inclusive, broad and balanced curriculum for all children including those with special educational needs. We want every child to be able to engage actively in learning and so be able to reach their full potential in all areas of school life knowing that they are valued and supported. We also acknowledge the contribution that children with additional needs bring to our school, and the integral part that they play in our school community. Children may have SEND throughout, or at any time during their school career. This policy ensures that our curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the pupil. Teachers take into account in their

planning a child's special educational needs and the provision made enables all students to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life.

Admission arrangements follow the criteria set by Hampshire County Council for maintained schools (see school website). The school will actively take all reasonable steps to provide effective educational provision for all children.

Objectives

- To identify and support pupils with special educational needs as early as possible
- To create an effective learning environment that meets the needs of each child
- To ensure that all children have equal access to a broad, balanced and adapted curriculum and all other aspects of school life
- To encourage children to develop confidence and self-esteem and to recognise the value of their own contribution to learning
- To encourage children to be fully involved in their own learning
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To raise staff awareness of the need to adapt work effectively and to provide regular training and support for all staff
- To ensure parents are kept fully informed and are engaged in effective communication about their child's SEND
- To monitor and review individual needs regularly and to maintain clear records of any action taken
- To determine any resource implications and establish whether they will be met within school or provided by outside agencies
- To establish criteria for monitoring, evaluating and reviewing the effectiveness of provision
- To decide if specialist advice is required from outside agencies and make appropriate referrals
- To assist the governing body in fulfilling their duties regarding provision for pupils with SEND

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 (SEN) 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
- The [Early Years Statutory Framework](#)

This policy should be read in conjunction with the following policies and documents, all of which can be found on the school website or via the school office:

- Accessibility Plan
- Behaviour Policy
- Child Protection and Safeguarding Policies
- Children with health needs who cannot attend school policy
- Supporting pupils with medical needs policy
- Curriculum Policy
- Single Equalities Statement
- [SEND Information Report](#) (which provides more specific information regarding day-to-day provision for children with SEND)

Mary Brice is our SENDCo (Special Educational Needs and Disabilities Co-ordinator) and she is also a member of our Senior Leadership Team. She has achieved the National SENDCo Award and can be contacted through the school office.

Definitions

Special educational needs

A pupil has SEN 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.

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.

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

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.

AREA OF NEED	
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 sensory impairment
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.

For the purposes of this policy, SEND is used to mean SEN and SEND. Teaching assistants (TAs) are the support staff based in each class and learning support assistants (LSAs) work with specific pupils, mainly those with an EHCP.

Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding policy.

Roles and responsibilities

The SENDCo

The SENDCo at our school is Mary Brice, who can be contacted via the office in person, via email: adminoffice@buryfields.hants.sch.uk or by telephone 01256 702667.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- 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, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, 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 teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The governing body

The governing body 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
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND link governor

The SEND link governor is Peter Grubb.

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

The headteacher

The headteacher will:

- Work with the 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
- 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 SEN, and incorporate this into the school's plan for continuous professional development

- With the 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 SENDCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the 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 outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

Partnership with parents

The school works closely with parents/carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Regular meetings are held with parents to discuss the progress of pupils with SEND. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education. The school's SEND information report can be found on the school website with a link to the Hampshire Local Offer.

Children whose parents who are Service personnel may face difficulties that are unique to the nature of their serving parent's employment. These needs may arise from service induced mobility and/or deployment. The school has due regard for all required actions as stipulated in the Code of Practice (pages 219-221). The school will signpost parents to relevant external agencies or organisations as required, for example [CEAS](#). When required, support from FANDF (Forces Additional Needs and Disabilities Forum) is sought for children who are on the SEND register and who are also a service pupil.

Pupil participation

All pupils are encouraged to take responsibility and to make decisions regarding their learning as is appropriate for their age and stage. Children on the SEND register are involved at an appropriate level in setting targets in their IEPs. They are encouraged to make judgements about their progress against their targets. The views of pupils with an EHC plan are included within the Annual Review procedure.

Identifying Special Educational Needs

All teachers are responsible for ensuring the requirements of every pupil are met and that includes children with Special Educational Needs and Disabilities. The SENDCo will work with all staff to ensure that children who may need additional or different support to that normally found within the classroom have their needs identified and addressed as early as possible. The Code of Practice is used to identify, assess and provide for pupils for SEND and then a graduated response is adopted.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist such as the Educational Psychologist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

The graduated approach to SEND support

A Graduated Approach to the identification and assessment of SEND will be used. Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Assess

The class teacher, parents and SENDCo carry out a clear analysis of the child's needs. The views of the parents/carers and, as appropriate, the views of the child will be taken into account.

The assessment is reviewed regularly to ensure that support and intervention are matched to need.

If a child is identified as requiring external additional support they will be added to the school's SEND register as receiving SEND support. For those children who have been identified as needing some additional support that can be provided within school they are added to the register as receiving early intervention (EI).

Plan

In consultation with parents/carers and, as appropriate, the pupil, the teacher and SENDCo will decide which adjustments, interventions and support will be put in place, the expected outcomes and a date for review.

An individual education plan (IEP) will be written if appropriate. This will consist of short term targets which are reviewed half termly. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. The IEP will be shared with parents/carers.

Do

The class teacher remains responsible for any interventions which involve group or 1-1 teaching both within or outside of the main class. The teacher works closely with Learning Support Assistants to plan, deliver and assess the impact of support and interventions. Interventions will be delivered by teachers,

TAs and LSAs. The SENDCo supports the class 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 effectiveness of the support and interventions, and their impact on the pupil's progress, are reviewed with class teacher, parents and SENDCo. The next steps are planned, which may include revising the support.

Education, Health and Care plan (EHC plan)

If, after advice, the school and parents consider that help is needed from outside the school's resources, the SENDCo completes the form requesting an Education, Health and Care needs assessment by the local authority. To inform its decision, the local authority will expect to see evidence of the action taken by the school as part of SEND support.

ECHPs are reviewed annually and as outlined in the Code of Practice.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA.

Access to the curriculum

Buryfields is an inclusive school with a strong sense of community. All of our Learning Powers and our core values underpin our approach to all children, and especially those with special educational needs. We fundamentally believe that **all** children should be able to access all aspects of the school's curriculum, including our enrichment and extra-curricula activities, regardless of their educational or physical needs.

The school has a Quality First Teaching approach: a belief that there must be a focus on high quality, inclusive teaching for all children in the class. Teachers use a range of strategies to meet the needs of pupils' special educational needs. Individual IEP targets are taken into account within class planning.

Support for children with SEND may also be provided:

- In class within a small group or 1:1 with the class teacher, TA or LSA
- Within a small group or 1:1 out of the class working with a teacher, TA or LSA
- By outside agencies as appropriate
- As detailed within an EHC plan

Allocation of resources

The budget for SEND is delegated by the LA. The Headteacher and SENDCo are responsible for the operational management of the resources for special needs provision within the school, including the provision for children with an EHC plan.

The Headteacher informs the Resources and Pay Committee of the Governing Body as to how the funding allocated to support special educational needs has been employed.

The school provides for:

- Additional learning support
- 1:1 support for pupils
- Non-contact time for SENDCo
- Material resources

- Suitable working environment
- Educational Psychologist SLA

Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support which the school will provide as needed. Attendance of children with SEND is monitored weekly and any concerns are addressed quickly.

Transition

Buryfields has strong links with its feeder pre-school and nursery settings and receiving junior school/s. Where appropriate there is close liaison around periods of transition for children with SEND; transition meetings are held involving staff, parents and relevant agencies and action plans implemented in order to enable a very positive and supportive change of setting for pupil, parents and staff. Where a child with SEND transfers in or out of our school out of the usual admissions times we liaise with the sending/receiving school as needed.

Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Outside agencies

When appropriate outside agencies will be contacted and involved in assessing, monitoring and supporting pupils, staff and parents. The main agencies working with our setting are:

- Speech and Language Therapy service
- Educational Psychology service
- Primary Behaviour Support service
- Outreach Support (Maple Ridge Primary School/ Henry Tyndale School)
- STA (advisory teachers, e.g. for hearing or visually impaired)
- School nursing team

Monitoring and evaluation

The effectiveness of our provision will be evaluated through:

- monitoring of classroom practice by the leadership team and subject coordinators
- analysis of pupil tracking data and progress
- consideration of each pupil's success in meeting their IEP targets
- termly monitoring of procedures and practice by the SEND Governor
- school self-evaluation
- Headteacher's report to Governors
- LLPR

In evaluating the success of our provision, the school considers and values the views of all stakeholders, including staff, parents and carers, children and external professionals.

Complaints

At Buryfields we pride ourselves on our communication and relationship with parents. We actively encourage parents to speak with us at the earliest opportunity about any concerns or questions that they might have relating to any aspect of their child's education or time in school. The first 'point of call' for parents of a child with SEND who have a concern would be to talk with the class teacher who knows the child best. Appointments may then be made with the SENDCo and/or the headteacher, who will investigate the matter and try to resolve the issue(s).

Should a parent's concern not be resolved and they wish to make a complaint then this would be dealt with as per our Complaints Policy, which can be found on the school website and in the school office. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.