Byley Primary School and Nursery

Special Educational Needs and/or Disabilities (SEND)

Date of policy	Date for renewal	Signed	
October:2026	October 2027	Elizabeth Whittingham (Headteacher)	Andrew Gibson (Chair of Governors)

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1. Introduction

This policy outlines how Byley Primary School meets its duties and obligations to provide a high-quality education for all of its pupils, including those with Special Educational need and Disabilities.

Byley Primary School and Nursery is an inclusive school. It is the school's belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential.

2. Intent

At Byley Primary School and Nursery, we are committed to equality. We aim for every pupil to fulfil their potential, no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with special educational needs, and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents and carers, we strive to ensure that the following aims are met:

We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school.
- To follow the guidelines set out in the SEN Code of Practice.
- To ensure that all pupils have equal access to a curriculum, which is differentiated to meet individual needs and abilities.
- To identify children with Special Educational Needs as early as possible and plan a programme of support and intervention to address their needs.
- To regularly monitor the progress of children with Special Educational Needs through regular meetings, lesson observations, Support Plans and data analysis.
- To provide regular training for staff in relevant areas of Special Educational Needs.
- To provide training opportunities and information for parents and carers.
- To evaluate the impact of staff training and provision/intervention programmes.
- To give regular feedback to children and their parents/carers and involve them in the SEND process.
- To ensure that all staff working with SEND children are clear about their role.
- To ensure that the SEND budget is used appropriately to fund high quality resources for children with Special Educational Needs.
- To work effectively with a range of other agencies and organisations.

- To make good links with other mainstream and special needs schools.

3. Legislation and guidance

This policy and information report is based on the statutory Special Education 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 SEN 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 (SENCOs) and the SEN information report

4. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for 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 the majority of 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.

5. Roles and responsibilities

5.1 **The SENDCo**

The SENDCo is Mrs. Helen Bebbington

They will:

- 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 work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- All school related decisions, in regard to a child with SEND, should be reviewed and discussed with the SENDCo, to ensure the best informed and most effective action is taken.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

5.2 The SEND governor

The SEND Governor is Mrs. Victoria Whiston

The SEND governor will:

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

5.3 The headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

5.4 Class teachers

Each class teacher is responsible for:

- 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 how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

6. Identification of SEND

6.1 Which kind of special education needs do you cater for?

At Byley Primary School and Nursery, we value and embrace the individuality of all our children and their needs. We work to meet the needs of all children within our school. We are committed to giving all of them every opportunity to achieve the highest standards.

The SEN Code of Practice 2014 identifies the four broad areas of need as:

Communication and Interaction

Cognition and Learning

Social and Emotion and Mental Health

Sensory and Physical Needs.

Through providing a quality graduated approach and quality first teaching that provides universal, targeted and specialist provision, we are able to support all of these areas.

6.2 How do we identify?

- Through consultation with parents and stakeholder including referrals from external professionals.
- By identifying when a child has a gap or gaps in learning and needs some extra support to help them progress.
- By identifying when a child is not meeting age related expectations.
- By monitoring well-being, emotional and social needs, behaviours, progress and attainment through on-going thorough individualised assessment of children including observations, ongoing and termly assessment and diagnostic assessment.
- Pupil Progress Meeting and target setting with children are used to identify concerns, needs and strategies.
- Through gaining pupil voice.
- All identified children will be kept on a secure central register, for all stages of support.

6.3 How do you raise concerns about your child, if the school hasn't already?

- The school has an open-door policy with class teachers/Head/SENDCo.
- Contacting the class teacher and/or the Head/SENDCo
- We can provide relevant information about how parents/carers can support their child at home.
- Parents can also request an assessment for an Education, Health and Care Plan (Equality Act 2010).

6.4 How is the school involved and what is their responsibility?

By providing effective provision and support, the school will:

- **Assess, plan, do and review** all strategies, approaches and support in place to ensure children are receiving the most effective support in our school.
- **Assess** your child's attainment, progress or/and other identified area of needs.
- **Plan** and offer Universal Provision (universal, targeted or specialist support).
- **Offer (Do)** Quality First Teaching (environment, differentiation and support).
- Ensure that teaching is built on what your child knows and understands and that different ways of teaching are in place.
- Ensure that Teachers and TAs are trained in range of teaching strategies and interventions

- **Review** progress, attainment and/or identified area of need (class teacher, key stage lead, head teacher).
- Provide individual and group interventions and track progress at start and end of intervention.
- Set and share targets.
- Where appropriate begin a Child Profile with Provision, targets and outcomes
- Provide specialist support and training for teachers and support staff.

The school will provide access and referrals to:

- Local Authority Provision
- Autism Team service, Educational Psychology Service, Parent Partnership Services, Speech and Language Therapy, Family Support Worker, Adoption Support Services, Play Therapist, Children and Adult Mental Health Services (CAMHS), School Nurse.

6.5 How does the school know how effective its arrangements/provision for children with SEND are?

- Through discussion with children and parents.
- Through regular review and monitoring of children's well-being and attainment.
- Pupil Progress Meetings will review needs and Pupil Tracker online will monitor progress and attainment.
- Parent Satisfaction Questionnaires and Pupil Voice provide opportunities for feedback.
- All staff will receive relevant training and opportunities to develop their knowledge, around supporting children within our school in the most effective way. They will evaluate each of these opportunities and submit to the Head Teacher, to enable the Senior Leadership team to see how effective the training is and how it will impact on the children's learning.

7. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo and Head Teacher every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

8. Complaints Procedure

The school's complaints procedure is outlined in the school complaints policy. The SEN Code of Practice 2015 outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

9. Policy Review

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practise, each year, at the joint meeting of staff and governors. This policy will be reviewed in Autumn 2027

10. Links with other policies and documents

This policy links to:

- SEND Information report
- Pupil and SEND Support Handbook
- Whole School Provision document
- Accessibility plan
- Behaviour Policy
- Equality Policy and Objectives
- All policies and documents can be found on our school website: https://www.byley.cheshire.sch.uk/page/policies/12427