



Birchwood Avenue Primary School

Special Educational Needs and Disability (SEND) Policy

Policy Review

The policy was last reviewed and agreed by the Governing Body on 10/09/2026

It is due for review in September 2027 (up to 12 months from the above date).

Signature:
Headteacher

Date: 10/09/2026

Signature:
Chair of Governors

Date: 10/09/2026

Contents

Purpose	2
Aims.....	3
Relationship to Other Policies	3
Definitions.....	4
Identifying Special Educational Needs	4
Graduated Approach.....	5
Internal Alternative Provision (The Hut).....	6
Roles and Responsibilities.....	7
Staff and Governor Training	9
Handling of Complaints.....	9
Arrangements for Monitoring and Evaluation	10
Working in Partnership with Parents/Carers	10
Pupil Participation.....	11
Support Sources.....	12
Partnership with Other Schools.....	12
Admission Arrangements	13
Building Adaptations/Special Facilities	13
SEND Information Report.....	13

The Special Educational Needs Co-ordinator (SENDCo) is: Amy James.

The school governor with responsibility for SEND is: Anne Davies

Purpose

This policy sets out how Birchwood Avenue Primary School identifies, supports and monitors pupils with Special Educational Needs and Disabilities (SEND). It reflects the school's commitment to providing an inclusive learning environment in which every child is valued, supported and enabled to achieve their full potential.

This policy complies with:

- Children and Families Act 2014
- SEND Code of Practice: 0-25 Years (January 2015)
- Equality Act 2010
- Schools SEN Information Report Regulations (2014)
- Supporting Pupils at School with Medical Conditions
- Keeping Children Safe in Education
- The school Accessibility Plan
- The school SEND Information Report

Birchwood Avenue Primary School recognises that pupils may experience SEND at different points throughout their school journey. Some pupils require support for a short period whilst others may require long-term provision. The school is committed to identifying needs as early as possible and providing effective support through a graduated approach.

Aims

Birchwood Avenue Primary School aims to provide all pupils with strategies to support their needs in an encouraging environment, and to give them meaningful access to the National Curriculum.

Birchwood Avenue Primary School aims to:

- ensure every child is included, valued and able to thrive;
- provide access to a broad, balanced and ambitious curriculum;
- raise aspirations and outcomes for pupils with SEND;
- identify needs at the earliest opportunity;
- provide high-quality adaptive teaching and reasonable adjustments;
- work collaboratively with parents, carers and external professionals;
- actively involve pupils in decisions about their education;
- develop independence, confidence and resilience;
- regularly review provision and remove barriers to learning;
- prepare pupils successfully for future stages of education and adulthood.

Relationship to Other Policies

This policy should be read alongside:

- SEND Information Report
- Accessibility Plan
- Equality Policy
- Attendance Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Medical Needs Policy
- Teaching and Learning Policy
- IAP Handbook

Together, these documents support the school's commitment to inclusive practice and high-quality provision for all pupils

Definitions

The SEND 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 them.

A child or young person has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

Special educational provision is provision that is additional to, or different from, that made generally available for children of the same age.

Identifying Special Educational Needs

Birchwood Avenue Primary School uses the four broad areas of need identified within the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Identification forms part of the school's ongoing assessment process. Information may come from:

- teacher observation and assessment;
- attainment and progress data;
- parental concerns;

- pupil voice;
- previous school records;
- external professional advice;
- attendance, wellbeing and behaviour information.

The purpose of identification is not to label children but to understand barriers to learning and determine the most appropriate support

- The school assesses each pupil's current skills and levels of attainment when they start in Reception or when they join the school at another time.
- Regular assessments of progress are made for all pupils and any child making less than expected progress in relation to their age and individual circumstances is then investigated further. This can include progress in areas other than attainment, for example with wider development or social needs.
- Teachers and teaching assistants, alongside the Special Educational Needs Coordinator (SENCo), use their experience and professional expertise to identify learning needs and suggest appropriate action.

Graduated Approach

Birchwood Avenue Primary School follows the Assess-Plan-Do-Review cycle described within the SEND Code of Practice.

High-quality adaptive teaching and inclusive classroom practice are the first response to emerging needs.

Where a pupil requires SEND Support, an Individual Support Plan (ISP) is developed collaboratively with the pupil and their parents/carers. The ISP records:

- strengths and interests;
- identified needs;
- agreed outcomes;
- provision and interventions;
- reasonable adjustments;
- pupil voice;
- parent/carer views;
- review arrangements.

ISPs are reviewed termly through the Assess-Plan-Do-Review process.

Provision may include:

- adaptive classroom support;

- targeted interventions;
- specialist programmes;
- external professional involvement;
- Emotional Wellbeing provision;
- Internal Alternative Provision (The Hut);
- Exceptional Needs Funding applications;
- requests for Education, Health and Care Needs Assessment where appropriate.

Internal Alternative Provision (The Hut)

Birchwood Avenue Primary School operates an Internal Alternative Provision known as The Hut.

The Hut provides short-term, targeted support for pupils whose needs cannot currently be fully met through classroom provision alone. It forms part of the school's graduated response to need.

The provision aims to:

- support emotional wellbeing;
- develop self-regulation skills;
- improve engagement and attendance;
- build resilience and confidence;
- support successful reintegration into class;
- reduce barriers to learning.

Placements are carefully planned, regularly reviewed and linked to identified outcomes within a pupil's Individual Support Plan (ISP).

Ordinarily Available Provision

The school provides a wide range of ordinarily available provision through:

- adaptive teaching;
- scaffolded learning opportunities;
- flexible grouping;
- visual supports;
- reasonable adjustments;
- inclusive classroom practice;
- positive behaviour and regulation strategies;
- pastoral support.

Most pupils' needs can be met through these approaches. Additional SEND provision is considered when needs require provision that is additional to or different from that ordinarily available to peers.

Roles and Responsibilities

Provision for children with SEND is a matter for the school as a whole. It is the class teacher's responsibility to provide for pupils with SEND in his/her/their class, and to be aware that these needs may be present in different learning situations. All staff in the school are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs as part of a graduated approach.

The Governing Body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative governor (the SEN Governor), who has a particular focus on this aspect of the school.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND;
- keeping the Governing Body informed about SEND issues, alongside the SENCo;
- working closely with the SENCo within school;
- ensuring all staff are aware of the need to identify and make suitable provision for pupils with SEN;
- managing the SEND budget, with reference to the SENCo and ensure the Governors are kept informed of this;
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to Governors.

The **Governing Body** will ensure that:

- SEN provision is an integral part of the School Development Plan;
- all necessary provision is made for any pupil with SEND;
- pupils with SEND join in the school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- they report to parents on the implementation of the school's SEND policy;
- they have regard to the requirements of the SEND Code of Practice 0-25, 2014;
- parents are notified if the school decides to make special educational provision for their child;
- they are fully informed about SEND issues, so that they can play a major part in school self-review;
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND;
- the quality of SEND provision is regularly monitored through school visits, discussion with the SENCo and Headteacher and feedback from children and parents;
- they, and the school as a whole, are involved in the development and monitoring of this policy.
- The **Special Educational Needs Co-Ordinator (SENCo)** is responsible for:
- overseeing the day-to-day operation of this policy within the school;

- ensuring that an agreed, consistent approach is adopted by all members of staff;
- monitoring and supporting identification and progress of children with SEND;
- ensuring all staff in the school are made aware of any necessary information relating to the supervision of pupils and supporting them in relation to behaviour management, eg. MSAs.
- carrying out or organising assessments and observations of pupils;
- maintaining the school's Inclusion Register and records;
- ensuring effective liaison with parents of pupils with SEND takes place, so that they are aware of the strategies that are being used and are fully involved in the process;
- identifying professional development needs of all staff and organising/ leading appropriate INSET;
- liaising with outside agencies, arranging and attending meetings, and providing a link between these agencies, class teachers, pupils and parents;
- completing requests for Education, Health and Care Plan assessments, outside agency support or Exceptional Needs Funding;
- keeping informed of any new documentation and informing staff;
- supporting class teachers in provision mapping and writing of SEN Support Plans, including setting of specific, measurable, attainable, relevant and time-based (SMART) targets where relevant;
- supporting good practice in the classroom, in using a range of teaching and learning styles;
- advising on appropriate resources and materials for use with pupils with SEND and on the effective use of personnel in the classroom;
- management and organisation of Teaching Assistants across the school, working with SEN pupils;
- organising resources available to support learning, including ICT;

Class Teachers are responsible for:

- early identification of pupils with SEND;
- including pupils with SEND in the classroom and all school activities, wherever possible;
- providing an appropriately adapted or differentiated curriculum, drawing on support from the SENCo for appropriate strategies to support inclusion;
- monitoring SEND pupils and identify/ track their progress towards reaching their full potential in terms of learning and social and emotional development;
- writing of Support Plans and provision mapping, with support from SENCo;
- giving feedback to parents of pupils with SEND;
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND;
- keeping the SENCo informed of updates for pupils with SEND;
- providing Teaching Assistants with clear and specific guidance for working with pupils with SEND;
- setting SMART targets for pupils with SEND;
- ensuring Support Plans are reflected in daily/weekly planning;
- using a range of teaching and learning styles in the classroom to best support the needs of the children;
- use of appropriate resources and materials for pupils.

Teaching Assistants should:

- be fully aware of this policy and the procedure for identifying, assessing and making provision for pupils with SEND;
- following teacher guidance, support children's needs in and out of the classroom.
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies

Staff and Governor Training

Birchwood Avenue Primary School is committed to ensuring that all staff have the knowledge, skills and confidence required to meet the needs of pupils with SEND.

Professional development opportunities are planned in response to:

- identified pupil needs;
- statutory requirements;
- school improvement priorities;
- staff appraisal processes;
- developments in SEND legislation and best practice.

Training may be delivered through:

- whole-school INSET;
- external courses;
- Local Authority training;
- specialist outreach services;
- coaching and mentoring;
- professional networks and conferences.

The SENCo regularly provides guidance and support to staff to ensure that provision remains effective, evidence-informed and responsive to pupil need.

The Governing Body receives updates regarding SEND provision and undertakes training where appropriate to fulfil its strategic responsibilities.

Handling of Complaints

Birchwood Avenue Primary School is committed to developing positive working relationships with parents and carers and aims to resolve concerns at the earliest possible stage.

Parents and carers who have concerns regarding SEND provision are encouraged to:

1. discuss concerns with the class teacher;

2. arrange a meeting with the SENCo where required;
3. discuss concerns with the Headteacher if difficulties remain unresolved.

Where concerns cannot be resolved informally, parents and carers may follow the school's Complaints Policy.

Parents and carers also have the right to seek independent advice from:

- SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service);
- Hertfordshire Local Authority;
- mediation services where appropriate.

Details can be found within the school's SEND Information Report.

Arrangements for Monitoring and Evaluation

The effectiveness of the school's SEND provision is regularly reviewed to ensure that pupils make progress and receive appropriate support.

Monitoring activities may include:

- analysis of attainment and progress data;
- attendance monitoring;
- review of behaviour and wellbeing information;
- Individual Support Plan (ISP) reviews;
- learning walks and observations;
- pupil progress meetings;
- scrutiny of provision maps;
- pupil voice activities;
- parental feedback;
- annual reviews for pupils with EHCPs;
- SEND governor monitoring visits;
- external professional evaluations.
- Analysis of provision mapping
- Analysis of SEND Assessment Toolkit

Findings are used to identify strengths, inform school improvement priorities and shape future provision

Working in Partnership with Parents/Carers

The school has an 'open door' policy to enable good communication between home and school. There are two consultation evenings per year, an annual written report and termly Curriculum newsletters.

- Some pupils with SEND may have Home/School Link books to ensure good communication on a daily/weekly basis.
- Teachers make contact with parents whenever there is a concern about a pupil. All teachers take parents'/carers' views and concerns regarding their children's education seriously.
- Parents/carers of pupils with SEND are informed by the class teacher as to the nature of the need and the level of graduated response. When a Support Plan is written, the parents/carers are invited to discuss and agree the targets as well as recording their own involvement in them. When the Support Plan is reviewed, a meeting is arranged between the class teacher, pupil and parents/carers to discuss progress made and to set future targets. The SENCo may be present at these meetings if specifically requested by the parents or teacher.
- Annual Review Meetings for pupils with an Education, Health and Care Plan are arranged and co-ordinated by the SENCo, in discussion with the class teacher.
- Parent/carers are always asked permission before referrals to any external professionals, unless there is a Child Protection issue.
- Parents have a responsibility to communicate regularly with the school to alert staff to any concerns; and to fulfil their obligations as set out on the Home/School Agreement.

Pupil Participation

Birchwood Avenue Primary School places significant importance on the views and experiences of pupils.

Pupils are supported to contribute to decisions about their education through:

- Individual Support Plan (ISP) reviews;
- Education, Health and Care Plan reviews;
- pupil voice activities;
- questionnaires and surveys;
- discussions with class teachers and support staff;
- participation in target setting and review processes.

Where appropriate, pupils are encouraged to identify:

- their strengths;
- areas they would like help with;
- strategies that support their learning;
- aspirations and future goals.

The school seeks to ensure that support is developed collaboratively and reflects the views and wishes of the child or young person.

Support Sources

The school does not have a specialist unit attached, but works in partnership with a wide range of support services through the LEA, together with other agencies. These include:

- Educational Psychology Service
- Family Support Worker
- Social Services
- Specialist Advisory Service
- School Nurse
- SpLD Base
- Visual Impairment Team
- Hearing Impairment Team
- Speech & Language Therapists
- Hertfordshire Counselling Service
- Links Outreach Support
- CAMHS
- Education Mental Health Practitioners (EMHP)
- Play therapists
- Art therapists

Partnership with Other Schools

Birchwood Avenue Primary School works collaboratively with local schools and educational settings to promote inclusion and successful transitions.

Effective information sharing supports pupils when they:

- transfer between classes;
- move to another school;
- join Birchwood from a previous setting;
- transition to secondary school.

For pupils with SEND, additional transition arrangements may include:

- enhanced visits;
- visual supports and social stories;
- transition meetings;
- information-sharing between professionals;
- opportunities to meet key staff;
- tailored transition plans.

The school aims to ensure that transitions are carefully planned, individualised and supportive.

Admission Arrangements

Birchwood Avenue Primary School welcomes pupils with SEND and values diversity within its community.

Admissions are managed in accordance with Hertfordshire County Council admissions arrangements and the Equality Act 2010.

The school will:

- make reasonable adjustments where required;
- work collaboratively with families and previous settings;
- gather relevant information to support successful transition;
- consider accessibility requirements;
- promote inclusion and equal opportunities.

The school does not discriminate against pupils on the grounds of SEND or disability.

Building Adaptations/Special Facilities

Birchwood Avenue Primary School seeks to provide an accessible environment for all pupils, staff and visitors.

Facilities currently include:

- wheelchair-accessible access routes;
- accessible toilet facilities;
- spaces for individual and small-group interventions;
- rooms for professional meetings and consultations;
- areas used for therapeutic and pastoral support;
- access to specialist equipment where appropriate.

The school continually reviews accessibility through its Accessibility Plan and seeks to make reasonable adjustments where required to meet individual needs.

SEND Information Report

Information regarding the school's SEND offer, provision arrangements and local support services is published annually within the SEND Information Report, which is available on the school website. This should be read alongside this policy and reviewed regularly to ensure information remains accurate and up to date.